DOCUMENT RESUME

ED 310 011 SO 019 978

AUTHOR Siskind, Theresa G.
TITLE U.S. History Area Exam Development: Preliminary Report.
INSTITUTION Charleston County School District, SC. Office of Evaluation and Research.
REPORT NO 88-34
PUB DATE 29 Feb 88
NOTE 103p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Evaluation; Field Tests; *Item Analysis; *Pilot Projects; Secondary Education; *Test Construction; Testing; Test Items; *United States History
IDENTIFIERS South Carolina (Charleston)

ABSTRACT

This report on the development of the Charleston County School District (South Carolina) U.S. History Area Examination outlines: (1) the preliminary planning activities to initiate the development of the test; (2) the development of test blueprints and test specifications; (3) the review of specifications for clarity, completeness, accuracy, and their subsequent revisions; (4) the item writing process; (5) the review and subsequent revision of test items; (6) a description of pilot testing conducted in 1985-86; (7) the analysis of pilot test data through use of the Item Response Theory (IRT) model to identify "problematic" items; and (8) the field test administration and analysis of the examination, conducted in 1986-87. The report also contains an appendix which includes (1) the original blue print; (2) generic specifications; (3) content supplement matrices cover sheets; (4) Matrix L.0.3--Constitution; (5) addendum to curriculum guide; (6) specifications for skills 1-5; (7) the item review form; (8) background information; (9) the first semester pilot design; (10) teacher comments for first semester pilot; (11) the second semester pilot design; (12) teacher comments for second semester pilot; (13) the informational handout for field test, 1986-87; (14) teacher comments for first semester field test; and (15) teacher comments for second semester field test. (CT)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Charleston County School District
OFFICE OF EVALUATION AND RESEARCH

ED310011

U.S. HISTORY AREA EXAM DEVELOPMENT PRELIMINARY REPORT

SO019978

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Theresa Siskind

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Report No. 88-34

February 29, 1988

BEST COPY AVAILABLE

U.S. HISTORY AREA EXAM DEVELOPMENT
PRELIMINARY REPORT

by

Theresa G. Siskind

Dr. David P. Sklarz
Deputy Superintendent
Division of Curriculum
and Instruction

Dr. Janet S. Rose
Director
Office of Evaluation
and Research

February 29, 1988

Report No. 88-34

TABLE OF CONTENTS

	Page
Preliminary Planning	1
Blueprint and Specifications	2
Specification Review and Revision	4
Item Writing	4
Item Review and Revision	4
Pilot Testing (1985-86)	5
Analysis of Pilot Test Data	7
Field Test Administration and Analysis (1986-87)	8
Appendix	17

LIST OF TABLES

Tables	Page
1. U.S. History Area Exam Item Bank, Summary Data, Semester 1	10
2. U.S. History Area Exam Item Bank, Summary Data, Semester 2	11
3. CCSD U.S. History Area Exam, First Semester Field Test, Summary Data by School and Course	12
4. CCSD U.S. History Area Exam, Second Semester Field Test, Summary Data by School and Course	14
5. U.S. History Area Exam Budget Analysis: 1984-85 through 1986-87.	16

U.S. HISTORY AREA EXAM DEVELOPMENT
PRELIMINARY REPORT

Development of the Charleston County School District (CCSD) U.S. History Area Examination was initiated during Summer, 1984. To date, development has consisted of the following phases:

a) preliminary planning;
b) development of blueprint and test specifications;
c) review and revision of specifications;
d) item writing;
e) review and revision of test items;
f) pilot testing (1985-86);
g) analysis of pilot test data;
h) field-test administration and analysis of field test data (1986-87).

The purpose of this document is to report on these developmental steps.

Preliminary Planning

Prior to the initiation of test development activities, two types of planning meetings were held. During the first series of planning meetings, staff members from the Office of Evaluation and Research (E&R) met and outlined the test development cycle for U.S. History. Dr. Teri Siskind was assigned the role of coordinating test development activities for the U. S. History Area Examination.

The second series of planning meetings resulted in a set of guidelines for development of the U.S. History examination. These meetings were attended by E&R staff; Dr. Hunter Draper, CCSD Social Studies Coordinator; and Dr. Jerry Moore, Social Studies Education professor, University of Virginia. Dr. Moore was selected as a consultant for the specifications phase of test development because of his expertise in American History and his previous experience with the development of competency tests in the social studies. The following guidelines were established at these planning meetings:

1. The CCSD U.S. History Area Exam would assess only content from **core** or required objectives. Core objectives had been previously identified by Dr. Draper and a committee of teachers to meet Curriculum Department plans.

2. The U.S. History Area Exam would consist of two parts. One part would be administered at the end of the first semester, and one part would be administered at the end of the second semester. Each segment would cover material designated for instruction during that semester only.

3. Initially, the U.S. History Area Exam would be comprised of multiple-choice items. The addition of an essay component would be considered for future development.

4. The testing period for U.S. History, like the other area exams, would be 100 minutes in length (the equivalent of two class periods or one exam period).

5. Test items would not necessarily be classified by thinking process, but would assess "higher level" skills as well as "lower level" skills.

Blueprint and Specifications

According to planning documents guiding the development of the U.S. History exam, test blueprints and specifications were to be prepared prior to writing items. The purpose of a test blueprint is to outline the test content. Test specifications, written for each objective, provide instructions for item writers and typically consist of two component parts: (a) item format instructions (e.g., type of test item, length of item stems and response options, readability level of items, number of response options), and (b) a content supplement, which specifies content eligible for testing.

A committee of teachers was established to help complete the blueprint and specifications tasks. Dr. Draper identified the following five teachers as members of that "Specifications Committee": Ms. Drucilla Berkhan, Wando High School; Mrs. Maxine Hudson, Bonds Wilson/North Charleston High School; Mrs. Martha Kanapaux, St. Andrews High School; Mrs. DeLaris Risher, Burke High School; Mrs. Georgianna Summerhill, Baptist Hill High School.

The Specifications Committee prepared a blueprint for each semester which weighted each objective according to its importance to course content for the semester. Committee consensus on "importance" of an objective was converted into a specified number of items (covering that objective) to be included on the test. According to the original test blueprint (see Appendix), first semester objectives were to be tested by 6-8 items each and second semester objectives were to be tested by 9-12 items each. Differences in the number of items assessing each objective between semester tests were due to differences in the total number of objectives being assessed each semester.

The Specifications Committee met for an additional 19 days over a period extending from July, 1984 through August, 1985 to write test specifications for the 25 learning objectives. Specifications for the U.S. History examination consist of the two component parts typically included in test specifications (i.e., item format instructions and content supplements); however, the structure of the specifications is unique because item format instructions, labeled "Generic Specifications" (see Appendix),

were written to apply to all items testing the learning objectives, while content supplements were written for each objective.

The content supplements for each learning objective consist of two parts - a cover sheet and one or more Content Supplement Matrix. Each objective's cover sheet gives the titles of its Content Supplement Matrices and instructions for using them. It also reprints the learning objective itself and its component parts, i.e., the core behavioral objectives. Cover sheets are included in the Appendix.

Content Supplement Matrices are tables constructed in such as way as to illustrate the relationships among and between content elements of an objective. To formulate the matrices, the committee studied each learning objective and its core behavioral objectives. Then committee members contemplated what a student should be expected to know about the learning objective at the conclusion of the semester. These expectations were organized into tables which became known as Content Supplement Matrices.

Some learning objectives necessitated only one Content Supplement Matrix; others required more than one. Thirty-nine content matrices were developed for Learning Objectives 1-25. An example of a content supplement matrix is given by "L.O. 3 - Constitution" in the Appendix.

In addition to writing specifications for the learning objectives, the committee and Dr. Draper made some modifications to the structure of the guide for testing purposes. They reevaluated the semester break and decided that the first semester test should cover Learning Objectives 1-14, and that the second semester exam should cover Learning Objectives 15-25. On occasion, they included non-core content material in Content Supplement Matrices because they thought it was "core" material which had inadvertently been deleted when certain behavioral objectives had not been classified as core. A list of these additions (see Appendix) was scheduled for distribution to all U.S. History teachers.

Committee members also added five skills to be tested each semester and wrote specifications for these skills. The skills included interpreting historical cartoons, reading maps, reading tables and graphs, interpreting historical passages, and identifying concepts. All U.S. History teachers would be given copies of skills specifications (see Appendix).

The Specifications Committee and Dr. Draper also insisted that "across matrix" items be included on the test. These items were intended to measure students' understanding of relationships among and between matrices and objectives.

The committee stipulated that approximately 90 percent of each test form should be composed of items testing content from the learning objectives and the remaining 10 percent would be a compilation of items from the skills and across matrix content.

Specification Review and Revision

Specifications were reviewed for clarity, completeness, and accuracy by Dr. Draper, E&R staff, and three outside reviewers. The outside reviewers included Dr. Jerry Moore, at that time, a Social Studies Education professor, and currently the chair of the Department of Teacher Education at the University of Virginia; Dr. Dana Kurfman, the Social Studies Coordinator for Prince Georges County, Maryland; and Dr. Paul Williams, at that time, the Director of the Maryland State Department of Education testing unit. Dr. Williams had formerly taught high school U.S. History, and he is currently the Director of Research for CTB/McGraw Hill, the testing company that publishes the CTBS.

Reviewers' comments were used by the Specifications Committee to revise the specifications. The comments were typed and compiled by learning objective so that they could be presented anonymously to the Specifications Committee. Committee members were aware of who reviewed the specifications, but they were not told which reviewer made each comment.

The Specifications Committee reconvened for five days in July and August, 1985, and revised specifications based on reviewers' comments.

Item Writing

A group of ten teachers agreed to attend training sessions and write items for the U.S. History area exam. Eight of the ten teachers were able to attend the training meetings and subsequently wrote test items. They included: Mrs. Louise Allen, North Charleston High School (presently a CCSD central staff administrator); Mr. Terry Blankenship, Middleton High School; Mr. Charles Brown, Burke High School; Miss Virginia Glover, Garrett High School; Miss Diane Hamilton, James Island High School; Miss Jean Mundy, St. Andrews High School; Mrs. Grace Perreault, Stall High School; Mrs. Rosalin Speed, Baptist Hill High School.

Three activities occurred during the first day of meetings. First, multiple-choice item writing techniques were presented to the item writers. Second, specifications were explained. And third, item writing was practiced as a group exercise. Item writers were then given individual assignments for first semester items. Most of the items for the first semester were written at the meeting site during the week of August 12-16, 1985. Second semester item-writing assignments were completed by teachers on their own time and submitted by a specified date during the fall.

Item Review and Revision

Items were reviewed for adherence to item writing principles and appropriateness for examinees. Reviewers were also asked to give an initial assessment of bias and to estimate the overall

quality and importance of each item. Reviewers completed an item review form (see Appendix) and also wrote comments onto their copies of items. Most of the reviewers wrote extensive comments on their copies of the items, and the items were revised according to reviewers' comments and suggested changes.

The items were reviewed by three outside reviewers in addition to E&R staff, Dr. Draper, and Mrs. Elizabeth Alston, a central staff administrator with expertise in the social studies. The outside reviewers included Dr. Joseph Tripp, Citadel History professor; Dr. Joseph Ryan, University of South Carolina measurement professor; and, Mrs. Mary Horsely, at that time, a recently retired CCSD U.S. History teacher. First semester items were reviewed during Fall, 1985, and second semester items were reviewed during Winter, 1986.

Items were checked for adherence to the specifications by Dr. Draper and E & R staff.

Pilot Testing (1985-86)

An "item try-out" or pilot test was scheduled for the 1985-86 school year. The purposes of the pilot test were to evaluate test administration procedures and to collect statistical data to help determine item quality. Acceptable items would be included in a bank or pool of items which would be used to compose future test forms. Poor items would be either deleted from further use or rewritten and re-piloted.

On a teacher workday at the beginning of the school year, Dr. Siskind and Dr. Draper met with all U.S. History teachers to explain the test development process and distribute supplementary handouts, including lists of core objectives and non-core content eligible for testing. A general informational handout about the test was also distributed (see Appendix).

Four pilot test forms were constructed for first semester. These pilot test forms were modelled on the "final form" as described in the test blueprint. The same proportions of items for each objective were included on the pilot as the number specified in the blueprint with the exception of across-semester and skills items. Since there were so few of these latter types of items specified for inclusion on each semester's test form and because of the necessity to pilot a sufficient number of items to build the item bank, a larger number of these items were piloted on each form than the blueprint specified. Thus, the pilot test forms included 102 items, two more than the number stipulated for a final form. Test items were ordered by learning objective with across-semester content items and skills items appearing at the end of each test.

In order to equate the test forms and calibrate all items in the item bank on the same item difficulty scale, the same "anchor" items were placed on all forms of the tests. Items were

selected to be anchor items if they appeared to be of moderate difficulty and universally covered in instruction. Additionally, items common to two forms (known as "pair-wise links") were also employed. The Appendix contains the design for the first semester pilot tests and identifies anchor items and pair-wise links.

As part of the pilot administration, teachers were asked to comment on preferred second semester pilot test dates, content covered in first semester instruction, adequacy of test administration time, willingness to include an essay component on the U.S. History Area Exam, test administration procedures, student reactions to items, and test content. Teachers' comments on critical issues indicated the following:

(a) About 30% of the teachers responding expressed concern about the amount of material covered during first semester instruction. Small percentages of classes covered Objectives 12-14 during first semester instruction: 30% covered Objective 14, 41% covered Objective 13, 55% covered Objective 12.

(b) About 65% of the teachers responding opposed including an essay component for the area exam, although a number of teachers said that an essay component might be acceptable or advantageous for advanced classes.

About 66% of the teachers responding were unwilling to score an essay component. Many were concerned about the amount of time scoring would take. About 30% indicated that they would be willing to attend training sessions and score essay sections.

(c) Concerns about testing Advanced Placement (AP) and Learning Disabled (LD) students were raised. For example, one teacher expressed concern about the differences in content covered in AP classes and regular history classes. Another teacher wrote that LD students should not be required to cover as many objectives as regular students.

A transcription of teachers' comments from the first semester item pilot is provided in the Appendix. Please note that comments were typed as written.

Due to responses indicating that Learning Objectives 12-14 were covered in only 55 percent or fewer classes during the first semester, a decision was made to include items from these objectives on the second-semester pilot and teachers were notified of this change. Due to the inclusion of the additional items, it was impossible to create second semester pilot forms modelled on the original test blueprint. The second semester pilot design and Teachers' Comments on the second semester exam are included in the Appendix. Comments indicated that:

(a) Approximately 15% of teachers responding expressed concern about the amount of material covered. Small percentages of teachers completed Objectives 23-25 during second-semester classroom instruction: 58% covered Objective 23, 46% completed Objective 24, and 44% covered Objective 25.

(b) According to teachers' responses, 10% instructed material from Objective 12 during second semester.

(c) Concerns about testing AP and LD students were expressed. For example, one teacher stated that the structure of AP classes differs from regular classes. Other teachers suggested that LD students should be tested at more frequent intervals than other students.

Analysis of Pilot Test Data

The primary purpose of the pilot test analysis was to identify "problematic" test items. To attain this goal, analyses were conducted by Dr. Siskind and, under Dr. Siskind's direction, by Mrs. Ann Poole, a graduate intern in Educational Research from the University of North Carolina at Greensboro. Dr. Joseph Ryan from the University of South Carolina provided technical advice.

An item analysis program called BICAL was run for each pilot test form. This program uses the one parameter Item Response Theory (IRT) model (or Rasch model) to calculate item difficulty and other item statistics. Some of the other statistics indicate how well students perform on each item compared to how they were expected to perform. Unusual student performance patterns highlight items which do not "fit" the Rasch model and therefore need additional scrutiny. Items may not fit the model because they are invalid, or because students are not familiar with the material.

Data from the BICAL analyses were shared with Dr. Draper, who reviewed all items carefully. Of 341 items piloted during first semester, 70 were eliminated because of their statistical qualities and/or Dr. Draper's judgmental review. For second semester content, 299 items were piloted and 58 were deleted.

"Poor" items were removed from further analyses, and item data banks for each semester were created. To create the item banks, numerical data for the remaining items from the four test forms for each semester were converted to a common scale. Evaluation and Research staff wrote programs to accomplish this "equating," and Mrs. Poole implemented them. Finally, Dr. Siskind converted the results to a dBase III+ item bank to comply with E&R guidelines.

Summaries of item bank data for each objective and the skills are provided in Table 1 (Semester 1) and Table 2 (Semester 2). Average difficulties and percentages of students answering correctly are reported for each objective as well as for the bank as a whole.

Field Test Administration and Analysis (1986-87)

During the 1986-87 school year, field-test forms for first semester and for second semester were constructed, administered and analyzed. Prior to the beginning of the school year, Dr. Donald Beers, Deputy Superintendent for Instruction, decreed that the first semester test would cover Learning Objectives 1-14, and that the second semester test would assess Learning Objectives 15-25. Each semester test would include skills and across-matrix content. Drs. Draper and Siskind met with U.S. History teachers on a teacher workday prior to the beginning of school, and an informational handout (see Appendix) was disseminated to teachers during the fall.

Field test forms were constructed in such as way as to reflect the overall mean difficulty and difficulty distribution of each semester's item bank. Initially, an attempt was made to select items for each objective so that the field test objective difficulty would mirror the bank objective difficulty. For content reasons (e.g., items providing clues to other items, lack of variation in item content), this approach was abandoned. Average item difficulty for the first semester field test was 0.00 compared to a bank difficulty of -0.01. For the second semester field test, the mean difficulty was 0.0001 as compared to the bank difficulty of -0.03785 (excluding learning objectives 12-14). The differences between average bank and test form difficulties were insignificant, both practically and statistically.

Field test results for the county and individual schools are reported in Tables 3 and 4. Results are reported by course (e.g., AP, Basic) as well as for all students. Since each form of the U.S. History exam contained 100 items, raw scores are easily converted to percent correct. The countywide average percent correct was 57% for the first semester field test and 59% for the second semester exam. Average scores varied across schools and courses. The following table reports percentages of students scoring within score ranges as well as cummulative percentages of students scoring at or below that score range.

	Semester I (Obj. 1-14)	Semester II (Obj. 15-25)
90% or higher	0.7%	0.6%
80% or higher	6.5%	9.1%
70% or higher	19.2%	25.3%
60% or higher	41.0%	45.8%
50% or higher	64.1%	70.1%

Teachers' comments from the two administrations are included in the Appendix. Their comments indicate that too much material was required during the first semester.

Table 5 gives the budget for U.S. History Area Examination test development inclusive of the 1987 field-test administration.

Table 1
U.S. History Area Exam
Item Bank
Semester 1

Objective or Skill	# of Items	Mean Diff.	Difficulty Range Easiest	Hardest	Students' Average % Correct
L.O.1 - Discovery & Settlement of the New World	17	0.27	-2.03	2.21	48%
L.O.2 - American Revolution	24	-0.60	-2.54	1.38	64%
L.O.3 - Constitution	19	0.10	-1.65	1.26	51%
L.O.4 - Federalist Period	18	0.16	-1.50	1.38	49%
L.O.5 - Jeffersonian Democracy	9	-0.19	-1.30	0.92	57%
L.O.6 - War of 1812/ Rise of Nationalism	23	0.25	-0.94	1.13	48%
L.O.7 - Jacksonian Democracy	19	0.46	-0.50	1.82	44%
L.O.8 - Manifest Destiny	17	-0.06	-1.44	1.96	55%
L.O.9 - Sectionalism/ Slavery	18	-0.30	-2.27	0.91	58%
L.O.10 - Secession & the Civil War	18	0.02	-1.52	1.40	52%
L.O.11 - Civil War & Reconstruction	16	0.22	-2.20	1.30	48%
L.O.12 - Western Expansion/Industrialization	15	-0.13	-1.97	1.70	55%
L.O.13 - Populist Movement	6	1.16	0.76	1.75	30%
L.O.14 - Late 19th Century Social Movements	15	0.50	-0.91	1.78	43%
Across Semester Content and Skills	24	-0.82	-3.65	1.05	65%
TOTAL	260	-0.01	-3.65	2.21	52%

DF007/7B
TABLE1.US1

Table 2
U.S. History Area Exam
Item Bank
Semester 2

Objective or Skill	# of Items	Mean Diff.	Difficulty Range Easiest	Hardest	Students' Average % Correct
L.O.15 - Progressive Reform Era	38	0.08	-1.86	1.61	50%
L.O.16 - Imperialism	37	0.19	-1.44	1.38	47%
L.O.17 - WWI	23	-0.15	-1.18	1.23	54%
L.O.18 - Roaring 20's and Great Depression	19	0.10	-2.12	1.78	49%
L.O.19 - Great Depression and New Deal	29	-0.08	-2.70	1.96	52%
L.O.20 - WWII	24	-0.62	-1.99	0.84	63%
L.O.21 & 22 - Domestic and Foreign Policy, 1945-1960	23	0.03	-1.31	2.55	51%
L.O.23 - Foreign and Domestic Policy, Kennedy and Johnson	23	0.06	-1.90	1.61	50%
L.O.24 & 25 - Foreign and Domestic Policy, Nixon, Ford, Carter	23	0.00	-1.62	1.59	51%
Across Semester Content and Skills	19	-0.13	-1.37	0.93	54%
TOTAL	258	-0.04	-2.70	2.55	52%

DF007/7B
TABLE2.US1

Table 3

Charleston County School District
U.S. History Area Exam
First Semester Field Test
Summary Data by School and Course

School	Basic U.S. History	U.S. History	Advanced U.S. History	College Prep. U.S. History	Adv. Placement U.S. History	Gifted/Talented U.S. History	Total
Wando							
N		193		164	30		387
Mean		53.42		73.60	85.47		64.46
Median		53		74	85.5		65
Stan. Dev.		12.21		9.25	5.66		15.60
James Island							
N	55	211			24		290
Mean	46.42	56.46			74.33		56.03
Median	46	58			74		56
Stan. Dev.	11.23	13.35			7.63		14.26
North Charleston							
N		217			12	23	252
Mean		50.63			74.67	69.09	53.46
Median		51			75	71	53
Stan. Dev.		11.78			9.70	9.38	13.49
Garrett							
N		147	32		6	29	214
Mean		53.82	65.03		63	62.31	56.90
Median		52	65.5		63	63	56
Stan. Dev.		13.12	9.86		14.70	9.08	13.02
Stall							
N	9	191	34		12		246
Mean	52.89	57.06	71.82		84.5		60.28
Median	46	57	72		85.5		60
Stan. Dev.	16.80	12.62	6.98		5.47		14.07
Lincoln							
N		26	28				54
Mean		50.12	62.36				56.46
Median		49.5	63.5				56
Stan. Dev.		6.10	6.61				8.83

Table 3 (cont.)

Charleston County School District
U.S. History Area Exam
First Semester Field Test
Summary Data by School and Course

School	Basic U.S. History	U.S. History	Advanced U.S. History	College Prep. U.S. History	Adv. Placement U.S. History	Gifted/Talented U.S. History	Total
St. Andrews							
N	35	120	52		38	14	259
Mean	45.26	57.82	62.29		78.63	76.5	61.08
Median	45	59	62.5		80.5	78.5	61
Stan. Dev.	9.54	11.85	10.93		10.70	10.53	14.83
Middleton							
N		167	74		20		261
Mean		56.56	67.05		79.8		61.31
Median		56	67		79.5		61
Stan. Dev.		11.11	9.44		6.82		12.54
Burke							
N	24	207	55				286
Mean	32.42	45.39	55.62				46.27
Median	32.5	44	56				45
Stan. Dev.	7.44	11.62	11.79				12.73
Baptist Hill							
N		111	11		7		129
Mean		49.77	51.36		68.86		50.94
Median		50	50		70		50
Stan. Dev.		13.37	8.70		6.44		13.42
St. Johns							
N		98			17		115
Mean		45.02			56.12		46.66
Median		44			57		46
Stan. Dev.		10.92			9.95		11.45
TOTALS							
N	123	1688	286	164	166	66	2493
Mean	43.83	52.75	63.27	73.60	76.24	67.68	56.85
Median	44	52	64	74	79	68	56
Stan. Dev.	12.06	12.88	11.11	9.25	12.05	10.85	14.93

Table 4
Charleston County School District
U.S. History Area Exam
Second Semester Field Test
Summary Data by School and Course

School	Basic U.S. History	U.S. History	Advanced U.S. History	College Prep. U.S. History	Adv. Placement U.S. History	Gifted/Talented U.S. History	Total
Wando							
N		150		153	32		335
Mean		52.11		75.63	86.78		66.17
Median		53		77	87.5		69
Stan. Dev.		13.12		9.06	4.35		[illegible]
James Island							
N	49	193			22		264
Mean	43.94	63.58			75.45		60.92
Median	44	64			73		61
Stan. Dev.	10.88	12.11			9.83		14.59
North Charleston							
N		191			11	22	224
Mean		56.58			74.45	75.23	59.29
Median		56			72	75.5	59
Stan. Dev.		11.86			9.56	7.95	13.14
Garrett							
N		140	30		6	28	204
Mean		52.62	70.07		69.67	67.89	57.78
Median		53	70.5		69.5	68.5	58
Stan. Dev.		11.27	9.27		11.50	11.30	13.36
Stall							
N	9	178	36		11		234
Mean	53.22	59.31	74.33		85.55		62.62
Median	55	60	74		85		64
Stan. Dev.	13.56	13.10	7.22		3.33		14.24
Lincoln							
N		27	27				54
Mean		52.15	56				54.07
Median		51	57				55.5
Stan. Dev.		5.77	6.21				6.25

Charleston County School District
U.S. History Area Exam
Second Semester Field Test
Summary Data by School and Course

School	Basic U.S. History	U.S. History	Advanced U.S. History	College Prep. U.S. History	Adv. Placement U.S. History	Gifted/Talented U.S. History	Total
St. Andrews							
N	31	109	54		36	13	243
Mean	48.45	61.68	64.61		72.86	81.46	63.36
Median	46	61	65.5		74.5	84	64
Stan. Dev.	11.77	10.89	11.93		11.38	6.80	13.55
Middleton							
N		157	73		20		250
Mean		59.07	70.89		79.95		64.19
Median		58	73		81.5		65
Stan. Dev.		11.17	11.36		7.61		13.02
Burke							
N	20	185	53				258
Mean	28.55	43.16	60.62				45.61
Median	29	43	61				46
Stan. Dev.	7.52	13.36	10.24				15.05
Baptist Hill							
N		104	18				122
Mean		50.89	63.22				52.71
Median		50	62.5				53
Stan. Dev.		13.80	9.91				13.97
St. Johns							
N		89			16		105
Mean		46.07			53.56		47.21
Median		45			54		46
Stan. Dev.		11.61			11.59		11.86
TOTALS							
N	109	1523	291	153	154	63	2293
Mean	43.17	54.89	66.34	75.63	75.94	73.25	59.09
Median	43	55	67	77	79	75	59
Stan. Dev.	13.08	13.77	11.52	9.06	12.95	10.70	15.61

Table 5
U.S. History Area Exam
Budget Analysis: 1984-85 through 1986-87

	1984-85	1985-86	1986-87	Total
Teacher stipends: test specifications and items	$3,555	$4,360		$ 7,915
External reviews: test specifications and items		$ 900		$ 900
Data analysis: consultant** and computer usage		$ 200	$ 900	$ 1,100
Printing: test booklets and manuals		$1,424	$1,401	$ 2,825
Total	$3,555	$6,884	$2,301	$12,740

*Includes first semester exam only.
**Consultant was a University of North Carolina intern who was not paid for work done during 1985-86.

APPENDIX

	Page
Original Blueprint	18-19
Generic Specifications	20
Content Supplement Matrices Cover Sheets	21-43
Matrix L.O.3 - Constitution	44
Addendum to Curriculum Guide	45-48
Specifications for Skills 1-5	49-61
Item Review Form	62
Background Information	63-66
First Semester Pilot Design	67-69
Comments for First Semester Pilot	70-79
Second Semester Pilot Design	80-82
Comments for Second Semester Pilot	83-87
Informational Handout for Field Test, 1986-87	88
Comments for First Semester Field Test	89-92
Comments for Second Semester Field Test	93-94

APPXLIST.US1
DF007/7B

Charleston County School District

U.S. HISTORY AREA EXAMINATION
ORIGINAL BLUEPRINT

CONTENT	NUMBER OF ITEMS
First Semester	
L.O.1 - Discovery & Settlement of the New World	6
L.O.2 - American Revolution.	8
L.O.3 - Constitution	7
L.O.4 - Federalist Period.	8
L.O.5 - Jeffersonian Democracy	7
L.O.6 - War of 1812/Rise of Nationalism.	7
L.O.7 - Jacksonian Democracy	7
L.O.8 - Manifest Destiny	7
L.O.9 - Sectionalism/Slavery	6
L.O.10 - Secession & the Civil War	6
L.O.11 - Civil War and Reconstruction.	7
L.O.12 - Western Expansion/Industrialization	6
L.O.13 - Populist Movement	6
L.O.14 - Late 19th Century Social Movements.	6

Charleston County School District

U.S. HISTORY AREA EXAMINATION
ORIGINAL BLUEPRINT

CONTENT	NUMBER OF ITEMS
Second Semester	
L.O.15 - Progressive Reform Era.	12
L.O.16 - Imperialism	10
L.O.17 - WWI	9
L.O.18 - Roaring 20's and Great Depression . . .	10
L.O.19 - Great Depression and New Deal	10
L.O.20 - WWII.	9
L.O.21 & 22 - Domestic and Foreign Policy, 1945-1960.	10
L.O.23 - Foreign and Domestic Policy, Kennedy and Johnson.	9
L.O.24 & 25 - Foreign and Domestic Policy, Nixon, Ford, Carter.	10

DF007/7B
APPX_A.BLU

GENERIC TEST SPECIFICATIONS
CHARLESTON COUNTY SCHOOL DISTRICT
U.S. HISTORY AREA EXAM

NOTE: Each Item Specification form will explicate the Learning Objective, Core Behavioral Objectives, Content Supplement Matrix and Supplemental Assessment Mode for items created to assess a particular objective. This Generic Test Specifications form will include information which is applicable to all items.

GENERAL DESCRIPTION

The student will read a question or incomplete statement and select from four alternatives the one which best answers the question or completes the statement.

DESCRIPTION OF ITEM STEM

1. The item stem may be presented in question or incomplete statement form. The item stem will contain no more than 25 words, and will be written in second or third person.
2. Words included in the item stem will be restricted to the South Carolina Word List for grade 8 or below, or will be commonly used U.S. History terms.
3. Only information given in the Content Supplement is eligible for use in test item stems.

DESCRIPTION OF RESPONSE OPTIONS

1. Four answer choices will follow each question. One answer choice will be correct; the other three, incorrect. Each choice will be a word, a number, a phrase or a sentence. Answer choices will have no more than 15 words.
2. Words included in the response options will be restricted to the South Carolina Word List for grade 8 or below and/or commonly used U.S. History terms from the same semester and general content as the Content Supplement.
3. The correct answer will be clearly correct and will be derived from the Content Supplement from which the item stem was written.
4. Incorrect answer choices will have the following attributes.
   (a) Incorrect answer choices will be clearly incorrect.
   (b) Incorrect answer choices may be derived from the Content Supplement from which the item is derived.
   (c) Incorrect answer choices may be derived from Content Supplements other than the one from which the item is derived if the Content Supplement from which the option is derived describes material from the same semester as the Content Supplement from which the item is derived.
   (d) Incorrect answer choices may be derived from U.S. History core content covered during the same semester as the item, but not explicitly stated in a Content Supplement from that semester.

TEST ITEM SPECIFICATIONS
CHARLESTON COUNTY SCHOOL DISTRICT
U.S. HISTORY AREA EXAM

CODE: L.O.1

SEMESTER: 1

MATRIX:	SUPPLEMENTAL ASSESSMENT MODE:	
Exploration of New World	X within cells	X across cells
Colonization	X within cells	X across cells

LEARNING OBJECTIVE: The student will be able to trace the discovery and settlement of North America.

CORE BEHAVIORAL OBJECTIVES:

1.2 After reading about the early explorations, the student will be able to list the reasons for exploration, identify the early explorers, and describe the early settlements in North America.

1.4 After reading about Colonial America, the student will be able to describe the characteristics of the colonies and discuss England's relationship with them.

1.7 After reading about the French and Indian War, the student will be able to explain the reasons and results of the French and Indian War.

SPECIAL NOTES (IF APPLICABLE):

Exploration of New World: Items should not be written which would require students to associate "route to Asia" with a specific person or country.

TEST ITEM SPECIFICATIONS
CHARLESTON COUNTY SCHOOL DISTRICT
U.S. HISTORY AREA EXAM

CODE: L.O.2 SEMESTER: 1

MATRIX:	SUPPLEMENTAL ASSESSMENT MODE:	
Factors Leading to War	X within cells	X across cells
Arguments For and Against Declaring Independence	X within cells	___ across cells
Declaration of Independence	___ within cells	X across cells
Effects of Revolutionary War	___ within cells	X across cells

LEARNING OBJECTIVE: The student will be able to identify those factors which led to the American Revolution.

CORE BEHAVIORAL OBJECTIVES:

2.1 After reading the material on the French and Indian War and its aftermath, the student will be able to identify the specific changes that took place in the relationship of the colonies and Great Britain as a result of the French and Indian War.

2.2 After reading about the prewar period, the student will be able to list those acts and events which the colonists felt were violations of their rights and describe what the colonists did to oppose the British.

2.3 After reading the Declaration of Independence, the student will be able to discuss the theory of government expressed in this document, identify and list the arguments for and against its adoption.

2.4 After reading about the Revolutionary War, the student will be able to summarize various aspects including strategy, advantages of each side, and effects of the war.

SPECIAL NOTES (IF APPLICABLE):

TEST ITEM SPECIFICATIONS
CHARLESTON COUNTY SCHOOL DISTRICT
U.S. HISTORY AREA EXAM

CODE: L.O.3 SEMESTER: 1

MATRIX:	SUPPLEMENTAL ASSESSMENT MODE:	
The Articles of Confederation	X within cells	X across cells
Principles of Government	___ within cells	X across cells
Compromises at the Constitutional Convention	X within cells	X across cells
The Constitution	___ within cells	X across cells
Rights of Citizens	X within cells	___ across cells

LEARNING OBJECTIVE: The student will be able to relate the weaknesses of the Confederation government to the creation of the Constitution with its emphasis on strength, republicanism, and individual liberties.

CORE BEHAVIORAL OBJECTIVES:

3.1 After reading about the Confederation government, the student will be able to list the powers, weaknesses and accomplishments of the Articles of Confederation.

3.2 After reading about the Constitutional Convention, the student will be able to identify areas of agreement held by the delegates and to explain the important compromises they reached.

3.5 After reading Articles I, II, III of the Constitution, the student will be able to identify the three branches of government explaining the function, powers and qualifications for office holding in each.

3.8 After reading the Constitution and the first ten amendments, the student will be able to list the rights guaranteed to citizens in the Constitution and the Bill of Rights.

SPECIAL NOTES (IF APPLICABLE):

TEST ITEM SPECIFICATIONS
CHARLESTON COUNTY SCHOOL DISTRICT
U.S. HISTORY AREA EXAM

CODE: L.O.4

SEMESTER: 1

MATRIX:

The Federalist Period

SUPPLEMENTAL ASSESSMENT MODE:

X within cells X across cells

LEARNING OBJECTIVE: The student will understand how the functions of our federal government and political parties were shaped during the Federalist Period.

CORE BEHAVIORAL OBJECTIVES:

4.1 After reading about Washington's administration, the student will be able to list the various ways in which the Constitution evolved from an outline on paper into a workable government during Washington's administration.

4.2 After reading about the economic problems the United States faced, the student will be able to list those proposals made by Alexander Hamilton to put the country on a sound financial basis and the arguments made against each proposal.

4.3 After reading about our early foreign policy, the student will be able to trace the early development of our foreign policy and identify the significant treaties and events of the period.

4.4 After reading about the development of political parties, the student will be able to discuss the two political parties that were developing during this period by identifying the leaders, supporters, philosophy and policies of each and assess partisan influences in the elections of 1796 and 1800.

SPECIAL NOTES (IF APPLICABLE):

TEST ITEM SPECIFICATIONS
CHARLESTON COUNTY SCHOOL DISTRICT
U.S. HISTORY AREA EXAM

CODE: L.O.5

SEMESTER: 1

MATRIX:

Jeffersonian Democracy

SUPPLEMENTAL ASSESSMENT MODE:

X within cells X across cells

LEARNING OBJECTIVE: The student will be able to explain how the interaction of events in Jefferson's Presidency, Supreme Court decisions, and the acquisition of territory contributed to increases in democracy and in federal power.

CORE BEHAVIORAL OBJECTIVES:

5.1 After reading selections on the 1800 presidential election, the student will be able to cite reasons for Jefferson's election.

5.3 After reading about the Louisiana Purchase and the actions taken against the Barbary pirates, the student will be able to discuss how and why Jefferson abandoned his beliefs concerning a strict interpretation of the Constitution.

5.4 After examining Jefferson's relations with the Federal Court System, the student will be able to explain how the power of judicial review emerged out of a conflict between the executive and judicial branches.

SPECIAL NOTES (IF APPLICABLE):

TEST ITEM SPECIFICATIONS
CHARLESTON COUNTY SCHOOL DISTRICT
U.S. HISTORY AREA EXAM

CODE: L.O.6

SEMESTER: 1

MATRIX:

SUPPLEMENTAL ASSESSMENT MODE:

War of 1812 — X within cells — X across cells

Era of Good Feelings:
Rise of Nationalism — X within cells — X across cells

LEARNING OBJECTIVE: The student will be able to explain the causes of the War of 1812 and its effects upon a growing nationalistic spirit as well as factors that contributed to its subsequent decline.

CORE BEHAVIORAL OBJECTIVES:

6.2 After reading about the events leading up to the declaration of war against England in 1812, the student will be able to assess the importance of the various causes attributed to that war.

6.4 After reading about the results of the War of 1812, the student will be able to explain why this war has been called the "Second American Revolution" and how it affected the political, economic, and diplomatic development of the United States through the Era of Good Feelings.

SPECIAL NOTES (IF APPLICABLE):

TEST ITEM SPECIFICATIONS
CHARLESTON COUNTY SCHOOL DISTRICT
U.S. HISTORY AREA EXAM

CODE: L.O.7 SEMESTER: 1

MATRIX:	SUPPLEMENTAL ASSESSMENT MODE:	
Social Reforms During Jacksonian Period	___ within cells	_X_ across cells
Reasons For and Significance of Election of Andrew Jackson	_X_ within cells	_X_ across cells
Jacksonian Democracy	_X_ within cells	_X_ across cells

LEARNING OBJECTIVE: The student will be able to explain the various phases of Jacksonian Democracy and cite historical events that demonstrated and implemented this political, social, and economic attitude.

CORE BEHAVIORAL OBJECTIVES:

7.2 After reading selections on the 1828 presidential election, the student will be able to cite reasons for Jackson's election and its significance.

7.3 After examining Jackson's concept of democracy and presidential power, the student will be able to explain why Jackson was considered to be the symbol of the common man.

7.4 After reading selections on Indian Policy and the tariff and national bank controversies, the student will be able to explain how Jackson's handling of them not only strengthened the Presidency and the Union but also increased sectional ill will.

7.8 After reading selections on reform movements during the Jacksonian Period, the student will be able to assess the effectiveness of these movements and explain why the Abolitionist Movement came to overshadow other reform movements.

SPECIAL NOTES (IF APPLICABLE):

TEST ITEM SPECIFICATIONS
CHARLESTON COUNTY SCHOOL DISTRICT
U.S. HISTORY AREA EXAM

CODE: L.O.8

SEMESTER: 1

MATRIX:

Manifest Destiny

SUPPLEMENTAL ASSESSMENT MODE:

__X__ within cells __X__ across cells

LEARNING OBJECTIVE: The student will be able to identify the territorial acquisitions of the United States in the 1840s and 1850s, reasons for the acquisitions, and the implications of these acquisitions on sectional attitudes.

CORE BEHAVIORAL OBJECTIVES:

8.1 After reading selections dealing with the term Manifest Destiny, the student will be able to list factors contributing to the westward expansion of the United States and its effect upon national policy.

8.2 After reading selections on the acquisition of Texas and Oregon, the student will be able to explain the desirability of the territory, the circumstances under which the United States acquired the territory, and be able to assess the justification for the respective acquisitions.

8.3 After reading about events leading to the Mexican War, the student will be able to list the causes of the war and assess the importance of the various causes attributed to that war, giving attention to the role of the United States in provoking war.

8.5 After reading selections dealing with the immediate and long-range results of the war, the student will be able to explain the effect of the acquisition of territory, the discovery of gold, and California's request to enter the Union as a free state as these conditions led to increased sectional hostility.

SPECIAL NOTES (IF APPLICABLE):

TEST ITEM SPECIFICATIONS
CHARLESTON COUNTY SCHOOL DISTRICT
U.S. HISTORY AREA EXAM

CODE: L.O.9

SEMESTER: 1

MATRIX:

SUPPLEMENTAL ASSESSMENT MODE:

Institution of Slavery in the South	X within cells	X across cells
Sectionalism	X within cells	X across cells

LEARNING OBJECTIVE: After reviewing the origins of sectionalism, the student will make a study of the growth of sectionalism as a problem with reference to divergent economic systems, social structures, and political attitudes as these were affected by events to 1850.

CORE BEHAVIORAL OBJECTIVES:

9.2 After reviewing political events that occurred in the 1820s, 1830s, and 1840s, the student will be able to explain and evaluate the role of the Missouri Compromise, the growing power of the West, Jackson's handling of the tariff question, and territorial acquisitions as these events demonstrated a consolidation of sectional attitudes toward Congressional representation as affected by the extension of slavery and the growth of federal power.

9.3 After reading selections on the economic direction and growth of the United States, the student will be able to list factors that led to an industrial North, an agricultural South, and a diversified West, and be able to explain how these economic differences led to demands for varying sectional concessions from the national government.

9.5 After reading selections on the institution of slavery in the South, the student will be able to explain the role of slaves in helping to establish the "Cotton Kingdom" as well as the reaction of the slaves to their role in Southern society.

SPECIAL NOTES (IF APPLICABLE):

TEST ITEM SPECIFICATIONS
CHARLESTON COUNTY SCHOOL DISTRICT
U.S. HISTORY AREA EXAM

CODE: L.O.10

SEMESTER: 1

MATRIX:

Secession and Civil War

SUPPLEMENTAL ASSESSMENT MODE:

X within cells X across cells

LEARNING OBJECTIVE: The student will be able to explain and assess the events and ideological rationale that led to secession and Civil War.

CORE BEHAVIORAL OBJECTIVES:

10.1 After reading selections on the events surrounding California's application to the Union as a free state, the student will be able to list the provisions of the Compromise of 1850, reasons for its passage, and its effects on sectional attitudes.

10.2 After reading about events from 1852 through 1859, the student will be able to assess the impact that the failure of a willingness to compromise, an increase in fanaticism, the emergence of a new political party, and views on the extension of slavery in the territories had on the impetus toward secession.

10.3 After reading selections dealing with Southern attitudes toward states' rights, Calhoun's theory of nullification, and the "peculiar" institution, the student will be able to explain why the South by 1859 had become a closed society with distinct nationalistic characteristics and tendencies.

10.4 After reading about the 1860 presidential election, Buchanan's leadership, and the secession of South Carolina and other Southern states, the student will be able to analyze the importance of the various causes of the Civil War.

SPECIAL NOTES (IF APPLICABLE):

TEST ITEM SPECIFICATIONS
CHARLESTON COUNTY SCHOOL DISTRICT
U.S. HISTORY AREA EXAM

CODE: L.O.11

SEMESTER: 1

MATRIX:	SUPPLEMENTAL ASSESSMENT MODE:	
Effects of Civil War and Reconstruction	X within cells	X across cells
Power Struggle Between President and Congress During Civil War and Reconstruction	___ within cells	X across cells

LEARNING OBJECTIVE: The student will be able to identify and explain the immediate consequences of the Civil War, the problems that occurred in reconstructing the nation, and how these problems resulted in fundamental changes in the interpretation of the Constitution and the emergence of new social, economic, and political movements in North and South.

CORE BEHAVIORAL OBJECTIVES:

11.1 After reading about Lincoln's actions as commander-in-chief during the Civil War, the student will be able to explain how Lincoln's interpretation of the Constitution led to an increase in the extent of presidential power.

11.2 After reading selections on the end of the Civil War, the student will be able to list the immediate political, economic, and social results of the war.

11.4 After reading selections dealing with Lincoln's and Johnson's views on the status of the Southern states during the war, the student will be able to explain why and how Andrew Johnson took the initiative in reconstructing the Southern states and why Congress refused to accept his plan.

11.5 After reading about the implementation of Radical Reconstruction, the student will be able to list characteristics and effects of the Southern governments and assess the role of carpetbaggers, scalawags, and blacks in those governments.

11.6 After reviewing the power struggle between the President and Congress, the student will be able to explain the reasons for the impeachment of President Andrew Johnson and assess the importance of acquittal on the future relationship between the executive and legislative branches.

11.7 After reading about the characteristics of Northern, Southern, and national governments from 1865 to 1877, the student will be able to explain why corruption was an all-pervading influence on governments at all levels and in all regions.

SPECIAL NOTES (IF APPLICABLE):

TEST ITEM SPECIFICATIONS
CHARLESTON COUNTY SCHOOL DISTRICT
U.S. HISTORY AREA EXAM

CODE: L.O.12

SEMESTER: 1

MATRIX:

SUPPLEMENTAL ASSESSMENT MODE:

Growth of Industrialization from Civil War to 1900	X within cells	X across cells
Settlement of West	X within cells	X across cells

LEARNING OBJECTIVE: Students will be able to identify and discuss the major factors that influenced settlement of the West and development of an industrial economy.

CORE BEHAVIORAL OBJECTIVES:

12.2 After reviewing the latter period of Western expansion, students should demonstrate an understanding of the impact of this expansion on Indians, buffalo, mining, railroads, industrial expansion, farming, and cattle-raising.

12.3 After identifying major inventors and their inventions, students will be able to understand how industrial tycoons took advantage of these inventions to expand their power and personal fortunes and establish foundations for corporate development.

12.6 After studying the activities of business pioneers, students will be able to understand how these contributed to development of the free enterprise system and how the United States economy was transformed from an agrarian to an industrial and finally to a world economic power.

SPECIAL NOTES (IF APPLICABLE):

TEST ITEM SPECIFICATIONS
CHARLESTON COUNTY SCHOOL DISTRICT
U.S. HISTORY AREA EXAM

CODE: L.O.13

SEMESTER: 1

MATRIX:

The Populist Movement

SUPPLEMENTAL ASSESSMENT MODE:

__X__ within cells __X__ across cells

LEARNING OBJECTIVE: Students will be able to trace economic problems of the American farmer which led to formation of the Populist Movement.

CORE BEHAVIORAL OBJECTIVES:

13.2 After reviewing the reasons for farm discontent, students will assess the farmers' efforts to influence state and national politics and the impact of these political efforts on the American economy.

13.3 After carefully analyzing problems of the farmers, students will discuss formation of the Populist Party, its leaders and attempted political reforms, and will summarize the Republican Party reaction to the Populist Movement.

13.4 After reading appropriate materials, students will review briefly, the reforms implemented during the terms of five Presidents: Hayes, Arthur, Cleveland, Harrison, and Garfield.

SPECIAL NOTES (IF APPLICABLE):

TEST ITEM SPECIFICATIONS
CHARLESTON COUNTY SCHOOL DISTRICT
U.S. HISTORY AREA EXAM

CODE: L.O.14 SEMESTER: 1

MATRIX: SUPPLEMENTAL ASSESSMENT MODE:

Social Movements from Civil War to 1900 X within cells X across cells

LEARNING OBJECTIVE: Students will review the social movements that took place during the latter part of the 19th century to understand the impact of these movements on American society and on the formation of domestic and foreign policy from 1877-1896.

CORE BEHAVIORAL OBJECTIVES:

14.1 After appropriate reading and discussion, the students will be able to cite evidence of new and complex problems that faced the American worker in the latter part of the 19th century.

14.2 After appropriate reading, the student will study reasons for the increase in immigration to the United States from 1864-1900 and will demonstrate an understanding of the social and ethnic changes in American life that resulted from renewed immigration.

14.3 After appropriate textbook readings and discussion, the student will be able to summarize the reasons for the formation and growth of the labor movement, and will identify significant labor organizations and leaders, evaluating their role and influence in the labor movement itself, business reaction to them, and their reception by the government and the public.

14.4 After appropriate reading, the students will identify changes in American society and be able to assess the impact of these changes in social, economic, and political areas.

SPECIAL NOTES (IF APPLICABLE):

TEST ITEM SPECIFICATIONS
CHARLESTON COUNTY SCHOOL DISTRICT
U.S. HISTORY AREA EXAM

CODE: L.0.15

SEMESTER: 2

MATRIX:

Progressive Movement and Era

SUPPLEMENTAL ASSESSMENT MODE:

X within cells X across cells

LEARNING OBJECTIVE: Students will be able to cite accomplishments of Presidents Roosevelt, Taft and Wilson's administrations and relate these to the Progressive Reform Era.

CORE BEHAVIORAL OBJECTIVES:

15.2 After reading appropriate textbook selections on the Progressive Movement, the student will identify its major adherents, summarize their positions on socio-economic - political issues and discuss the major legislative and social achievements of Progressivism.

15.3 After the completion of appropriate textbook readings and classroom discussion, the student will study the accomplishments of Theodore Roosevelt to verify that he was the nation's first Progressive President.

15.4 After appropriate textbook reading and classroom discussion, students will continue to study the Progressive Reform Era by reviewing accomplishments of Presidents Taft and Wilson.

SPECIAL NOTES (IF APPLICABLE):

TEST ITEM SPECIFICATIONS
CHARLESTON COUNTY SCHOOL DISTRICT
U.S. HISTORY AREA EXAM

CODE: L.O.16 SEMESTER: 2

MATRIX: SUPPLEMENTAL ASSESSMENT MODE:

Imperialism	____ within cells	_X_ across cells
American Imperialism	_X_ within cells	_X_ across cells

LEARNING OBJECTIVE: Students will be able to inquire about the growth of American economic power and relate this to our expansion of overseas trade and colonization.

CORE BEHAVIORAL OBJECTIVES:

16.2 After completion of appropriate reading, students will discuss the causes of American overseas expansion of trade and acquisition of Spanish colonies.

16.3 After completion of further reading on imperialism, students will continue study of American expansion by reviewing and discussing acquisition of Philippines, Hawaii, Samoa and trade expansion into the Far East.

16.4 After a study to identify the aims and aspirations of American imperialism, the students will investigate American intervention in the Caribbean, and be able to understand the development of Latin American relations.

16.5 After reviewing American imperialism, students will discuss America's use of the Monroe Doctrine as justification for actions in Latin America and use the data gained through such an investigation to analyze and evaluate our intervention in the Dominican Republic, Nicaragua, Haiti, the Virgin Islands and Mexico.

SPECIAL NOTES (IF APPLICABLE):

TEST ITEM SPECIFICATIONS
CHARLESTON COUNTY SCHOOL DISTRICT
U.S. HISTORY AREA EXAM

CODE: L.O.17 SEMESTER: 2

MATRIX: SUPPLEMENTAL ASSESSMENT MODE:

WWI X within cells X across cells

LEARNING OBJECTIVE: Students will be able to identify and analyze those conditions, events and movements that contributed to World War I, and led to the emergence of the United States as a world power.

CORE BEHAVIORAL OBJECTIVES:

17.1 After studying and analyzing those conditions that developed into nationalism, imperialism, alliances and international rivalries, students will be able to identify the causes that led to World War I and assess the cause and effect that each of these variables had upon the coming of the war.

17.2 After reading about evidence of continued German provocations against American citizens and property and the failure of the Allied effort against Germany, students will be able to identify the reasons why the United States chose to enter the war on the Allied side and how the American effort was financed.

17.3 After reviewing American military involvement in the war and attempts to end the conflict peacefully and fairly, students will be able to discuss the importance of American interventions, the honest attempts of President Wilson to bring a just peace, and the rejection of his peace proposals by European Allies and American people.

17.4 After studying America's policies of isolationism, students will be able to identify the reasons for America's rejection of world leadership, growing economic problems among defeated nations and the ineffective treaties on arms limitations that eventually led to a resumption of the arms race.

SPECIAL NOTES (IF APPLICABLE):

TEST ITEM SPECIFICATIONS
CHARLESTON COUNTY SCHOOL DISTRICT
U.S. HISTORY AREA EXAM

CODE: L.O.18 SEMESTER: 2

MATRIX:

Roaring 20s and Great Depression

SUPPLEMENTAL ASSESSMENT MODE:

X within cells X across cells

LEARNING OBJECTIVE: Students will identify relevant government policies and important post-war trends and show through appropriate classroom activities how these policies or events influenced the "Roaring Twenties and Great Depression."

CORE BEHAVIORAL OBJECTIVES:

18.1 After carefully studying industrial development after World War I, students will be able to discuss changes that occurred in American lifestyles and social values, and the impact of these changes on rural and urban life.

18.4 After studying American attitudes after World War I, students will be able to discuss the growing negativism toward labor unions, the fear of Communism, the denial of civil liberties, the increase in racial tensions and the Republican Presidential victory of 1920.

18.5 After studying key policies of Republican Presidents, Harding, Coolidge and Hoover, students will be able to discuss reasons for federal government support of business and attempts made to relieve problems of the farmer.

18.6 After reading and reviewing the economic conditions that developed during the late 1920s, students will be able to discuss the causes of the Great Depression.

SPECIAL NOTES (IF APPLICABLE):

TEST ITEM SPECIFICATIONS
CHARLESTON COUNTY SCHOOL DISTRICT
U.S. HISTORY AREA EXAM

CODE: L.O.19 SEMESTER: 2

MATRIX: SUPPLEMENTAL ASSESSMENT MODE:

The Great Depression and The New Deal ___ within cells __X__ across cells

LEARNING OBJECTIVE: The student will be able to discuss policies and legislation of the New Deal and show how these changed the role of the government in relation to the individual.

CORE BEHAVIORAL OBJECTIVES:

19.1 After reading about Roosevelt's first administration, students will be able to explain the purpose of the New Deal and list some acts and agencies created.

19.2 After reading about FDR's second term, students will be able to explain the problems, solutions and additional implementations of the continuation of the New Deal.

19.3 After completing the readings on the New Deal, students will be able to discuss its effects on the role of the government in the lives of all Americans.

SPECIAL NOTES (IF APPLICABLE):

The Great Depression and Hoover's administration are included in this Learning Objective.

Items assessing reform law content may include contemporary examples.

TEST ITEM SPECIFICATIONS
CHARLESTON COUNTY SCHOOL DISTRICT
U.S. HISTORY AREA EXAM

CODE: L.0.20

SEMESTER: 2

MATRIX:

WWII

SUPPLEMENTAL ASSESSMENT MODE:

X within cells X across cells

LEARNING OBJECTIVE: The student will be able to identify the causes of World War II and discuss United States participation in the war and peace settlement.

CORE BEHAVIORAL OBJECTIVES:

20.1 After viewing films on Hitler and Mussolini and reading about causes and beginnings of World War II in Europe and Asia before December 1941, students will list causes of the described events in Europe and Asia which marked the beginning of the war in each area.

20.3 After appropriate readings, students will be able to explain how the policies followed by the United States toward Japan and Germany brought us into World War II.

20.4 After reading about the domestic war front during World War II, students will be able to identify examples of Americans working together to win the war.

20.5 Students will read about the major wartime conferences and discuss the effects of each on the cold war. Also read about the establishment of the United Nations and its effect on the post-war era.

SPECIAL NOTES (IF APPLICABLE):

TEST ITEM SPECIFICATIONS
CHARLESTON COUNTY SCHOOL DISTRICT
U.S. HISTORY AREA EXAM

CODE: L.O.21 and L.O.22 SEMESTER: 2

MATRIX: SUPPLEMENTAL ASSESSMENT MODE:

Foreign and Domestic Policy, 1945-1960 X within cells X across cells

LEARNING OBJECTIVE:

L.O.21 The student will show evidences of understanding the domestic policies of Presidents Truman and Eisenhower by identifying the major legislative programs and the results of each.

L.O.22 The student will be able to trace United States foreign policy from 1945 to 1960.

CORE BEHAVIORAL OBJECTIVES:

21.1 After viewing a film on Harry Truman and reading about his administration, the student will be able to identify the Fair Deal policy and discuss the legislation associated with it.

21.2 After reading about the Eisenhower Administration, the student will be able to assess actions of the national government and other factors that brought changes in American life.

22.1 After appropriate readings, students will be able to define the terms "cold war" and "containment" and summarize through discussion the effect that these policies had upon our relations with Europe during the Truman Administration.

22.2 After appropriate readings, students will discuss the policy of containment in Asia with emphasis on the Korean War.

SPECIAL NOTES (IF APPLICABLE):

TEST ITEM SPECIFICATIONS
CHARLESTON COUNTY SCHOOL DISTRICT
U.S. HISTORY AREA EXAM

CODE: L.O.23

SEMESTER: 2

MATRIX:

Foreign and Domestic Policies of Kennedy and Johnson

SUPPLEMENTAL ASSESSMENT MODE:

X within cells X across cells

LEARNING OBJECTIVE: The student will be able to demonstrate an understanding of foreign and domestic policies which brought about the turbulence of the 1960s.

CORE BEHAVIORAL OBJECTIVES:

23.2 After reading about foreign problems during Kennedy's administration, students should be able to explain each crisis in foreign relations and cite evidences of relaxation of cold war tensions.

23.3 After reading about the Johnson administration, the student will be able to discuss the successes and failures of "The Great Society."

23.4 After appropriate readings on United States foreign policy from 1963-1968, the student will be able to trace United States involvement with particular emphasis on actions and decisions of the Johnson administration.

SPECIAL NOTES (IF APPLICABLE):

TEST ITEM SPECIFICATIONS
CHARLESTON COUNTY SCHOOL DISTRICT
U.S. HISTORY AREA EXAM

CODE: L.O.24 and L.O.25 SEMESTER: 2

MATRIX:	SUPPLEMENTAL ASSESSMENT MODE:	
Foreign Policy of Nixon, Ford, Carter	X within cells	X across cells
Domestic Policy of Nixon, Ford, Carter	X within cells	X across cells

LEARNING OBJECTIVE:

L.O.24 The student will be able to assess and evaluate the political events of the 1970s as these events affected policies and attitudes at home and abroad.

L.O.25 The student will be able to identify major developments as related to social and cultural, technical, and ideological issues which brought changes to contemporary American life and show an understanding of each.

CORE BEHAVIORAL OBJECTIVES:

24.1 After reading the text on Nixon's foreign policy, students will be able to explain how American attitudes and relations changed in regard to world affairs.

24.2 After reading the text and recent publications, the student will be able to discuss Nixon's plans for solving domestic problems including inflation and the welfare program and will then trace the events leading to Watergate resulting in his eventual resignation from office.

24.3 After reading the text and recent publications, students should be able to cite the problems of Ford's administration and how he attempted to solve them.

24.4 After appropriate readings the student will be able to assess Carter's attitude toward the Presidency and his domestic policies.

24.5 After appropriate readings, the student will be able to assess foreign policy during the Carter administration with emphasis on the oil crisis, human rights, and world peace.

24.6 After appropriate readings the student will be able to understand Reagan's initial actions as President.

25.1 After reading and viewing films and filmstrips, students will be able to identify groups and individuals who have attempted to solve problems created by our society.

SPECIAL NOTES (IF APPLICABLE):

Matrix on Contemporary Issues (L.O.25.1) is to be used as a basis for questions for Skill #4 only.

L.O.3 - Constitution

BRANCH OF GOVERNMENT	FUNCTION	POWERS	*TERM OF OFFICE
Legislative	To make laws.	-*Delegated: a. levy taxes and duties b. borrow money c. regulate interstate trade d. coin money e. establish post offices f. declare war g. raise and support armies h. provide and maintain a navy -*Implied: Make all laws necessary and proper for carrying out powers stated/vested in the constitution (from elastic clause).	-2 years in the House -6 years in Senate
Executive	To enforce/ carry out laws.	-Enforce laws. -Carry out the laws. -Issue pardons and reprieves. -Veto bills. -Shape foreign policy. -Commander-in-Chief of the Armed Forces.	4 years. Precedent limited Presidency to 2 terms. A 20th century Constitutional Amendment limited Presidency to 2 terms but not more than 10 years.
JUDICIAL	To interpret/ explain laws.	-Hear and decide cases. -Power of judicial review assumed by Supreme Court.	Lifetime appointment

U.S. HISTORY AREA EXAM
ADDENDUM TO CURRICULUM GUIDE

Learning Objective	Content
1	Ethnic origins during period of Colonization.
2	Which colonial rights were denied by British acts and policies.
	Colonists response(s) to Salutary Neglect, Navigation acts, Writs of Assistance, Proclamation of 1763, Sugar Act, Currency Act, Quartering Act, Declaratory Act and repeal of Stamp acts, Boston Massacre.
	After the Revolutionary War began, some states wrote constitutions with Bill of Rights.
3	Land Ordinance of 1785 provided for public education.
	Northwest Ordinance prohibited slavery in the territory. Property rights, trial by jury, and religious freedom were guaranteed.
	One of the issues resulting in compromise at the Constitutional Convention was the Presidency.
	Delegated and implied powers of the legislature.
	Terms of office for three branches of government.
4	Pressure for George Washington to run for third term.
	Representation in the House during Washington's administration.
5	12th Amendment.
	Jefferson's election - peaceful transfer of power from one party to another.

7	Labor Movement during Jacksonian Period - women in textile mills (Sarah Bagley), first strike in industry.
8	With acquisition of Florida, U.S. relinquished claims to Texas.
	Definition of Manifest Destiny.
9	Slaves used music - such as spirituals - to communicate.
11	Ruling in ex parte Milligan - war did not justify ignoring rights of individuals guaranteed by Constitution.
	Results of power struggle between Andrew Johnson and Congress illustrated that Constitution worked.
12	Battle of Wounded Knee.
17	Provision for self-determination in Woodrow Wilson's Fourteen Points.
	After Germany surrendered in World War I, parts of Germany were given to other countries.
18	Back to Africa movement.
	False Prosperity/Weakened Economy.
20	After World War II, occupation and division of Korea between U.S. and U.S.S.R.
21-22	Desegregation of armed forces by Truman, despite failure of legislation.
	Appointment of Earl Warren as Chief Justice during Dwight Eisenhower's administration.
	Affluence during Eisenhower's administration.

23	Techniques and strategies employed by Black Protest Movement.
	Constitutional amendment eliminated poll tax.
	Other reform movements adopted techniques and strategies of black civil rights movement.
	Integration of Southern schools and universities enforced.
	Martin Luther King became nationally recognized as civil rights leader.
	Other reform movements (women's rights, Indian movements, Chicanos, senior citizens) led protests and held street demonstrations. These resulted in national attention and legislation.
	After the Berlin Wall, U.S. forces were strengthened in Western Europe. West Berlin was reaffirmed as a symbol of democracy behind the Iron Curtain.
	The Bay of Pigs invasion resulted in a loss of credibility for U.S.
24-25	Nixon's visit to China strained relations between U.S. and Nationalist China and Japan.
	The Fundamentalist (Shiite) revolution in Iran resulted in the fall of Iranian government and the loss of American influence in Iran.
	During Jimmy Carter's administration the following economic policies or actions were proposed or used: income tax rebates; tightening use of credit; repeal of rebates. Outcomes/results included: increased interest rates; unemployment remained high; inflation problem continued.
	Contemporary issues include the demand for

cleaner environment and a concern for the future. Environmental concern has led to federal action, but the quality of progress depends mostly on state and local efforts. There has been a lack of long range planning to address environmental issues.

Another contemporary issue is technology and the demand for preparation of citizens to live and work in a rapidly-changing, technologic world. Actions and results include: creation of more state-supported technical schools; re-assessment of the role of public education; space and sea exploration; expansion of communication systems leading to new ethical and legal decisions; expansion of medical technology leading to new ethical and legal decisions; expansion of agricultural technology.

CODE: Skill 1

SKILL

The student will be able to interpret cartoons.

GENERAL DESCRIPTION

Given a cartoon which presents data derived from information given in a content matrix or matrices, followed by a question about the cartoon, the student will select from four alternatives the one that best answers the question on the basis of the data presented in the cartoon and student's understanding of other information from the content matrix or matrices.

DESCRIPTION OF THE STIMULUS

1. The stimulus will be a cartoon which is related to material presented in a content matrix or matrices.
2. The cartoon will be clearly labeled so that the figures or historical context are easily recognizable. The cartoon itself may be labeled or the figures and historical context may be presented in the item stem.
3. The cartoon will be original, non-copyrighted, or copyrighted with permission granted for use. Cartoons will not be derived from texts used in some, but not all, CCSD schools.

DESCRIPTION OF ITEM STEM

1. The item stem will be in question form. The item stem will contain no more than 25 words, and will be written in second or third person.
2. The item stem will require students to read data presented in the stimulus, and interpret information presented in the cartoon and/or draw inferences about the topic of the cartoon based on other knowledge of the subject matter included in the appropriate content matrices.
3. Words included in the item stem will be restricted to the South Carolina Word List for grade 8 or below, or will be commonly used U.S. History terms.

DESCRIPTION OF RESPONSE OPTIONS

1. Four answer choices will follow each question. One answer choice will be correct; the other three, incorrect. Each choice will be a word, a number, a phrase or a sentence. Answer choices will have no more than 15 words.
2. Words included in the response options will be restricted to the South Carolina Word List for grade 8 or below, or will be commonly used U.S. History terms.
3. The correct answer will be clearly correct and will be derived from the stimulus material and appropriate matrices.
4. Incorrect answer choices will have the following attributes.
   (a) Incorrect answer choices will be clearly incorrect.
   (b) Incorrect answer choices will be derived from faulty interpretations or inferences.

SAMPLE ITEM:

Which point of view is expressed by the cartoon below regarding Nixon and Watergate?

***a) Nixon "convicted" himself in his recordings of conversations.**

b) Nixon was run out of office by newspaper and television reports.

c) Nixon was impeached by prejudiced congressmen.

d) Nixon was trapped by the American public.

INTEGRATED TEST SPECIFICATIONS
CHARLESTON COUNTY SCHOOL DISTRICT
U.S. HISTORY AREA EXAM

CODE: Skill 2

SKILL
The student will be able to read maps.

GENERAL DESCRIPTION
Given a map which presents data derived from information given in a content matrix, followed by a question about the map, the students will select from four alternatives the one that best answers the question on the basis of the data presented in the map.

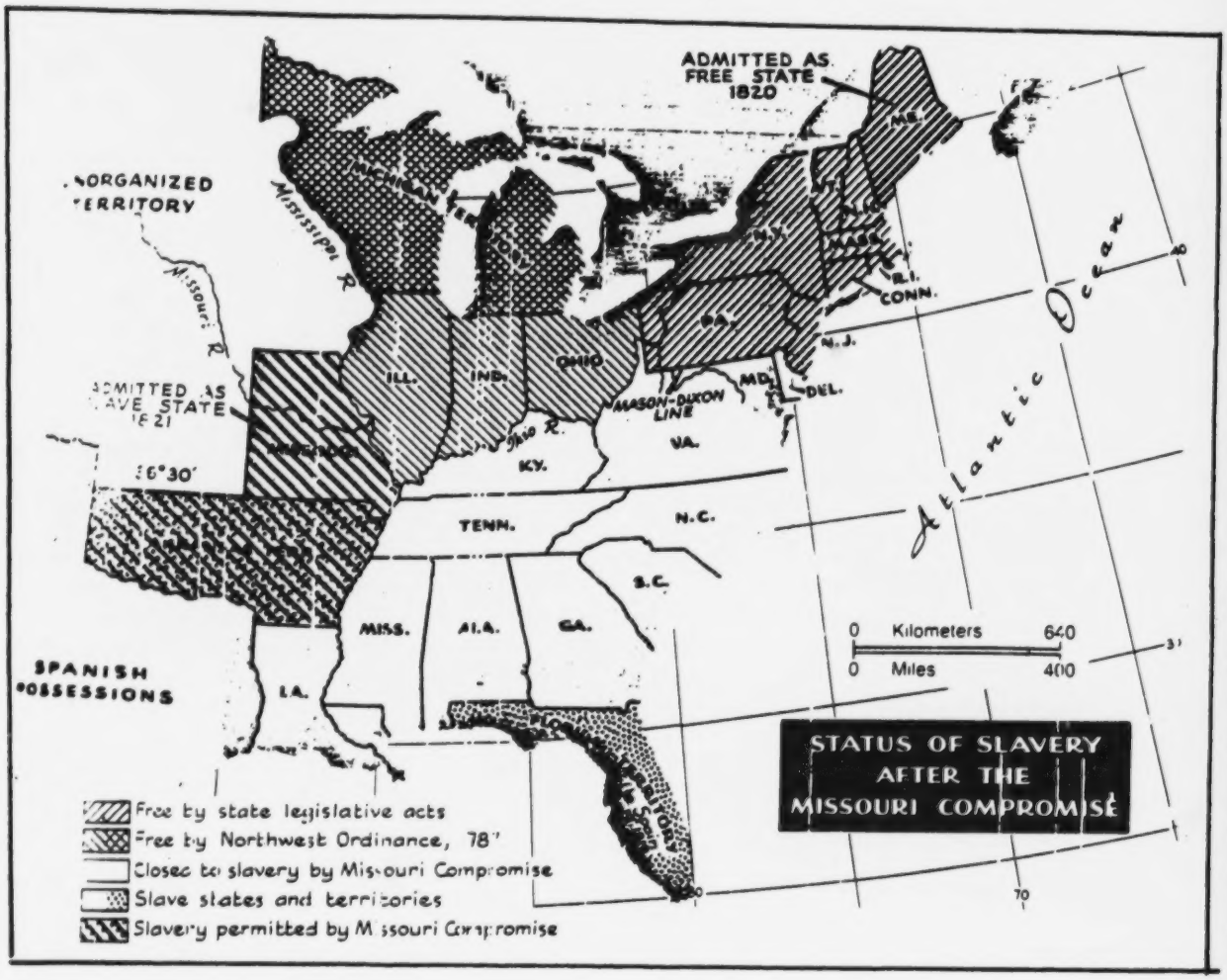
DESCRIPTION OF THE STIMULUS
1. The stimulus will be a map which is related to material presented in a content supplement matrix.
2. Maps will be appropriately titled and labeled. A clearly marked key will be included.
3. Maps may be suggested by published materials but may not duplicate published materials unless permission has been granted by the publisher. Previously published materials will not be derived from books used by some, but not all, CCSD schools.

DESCRIPTION OF ITEM STEM
1. The item stem will be in question form. The item stem will contain no more than 25 words, and may be written in second or third person.
2. The item stem will require students to read data presented in the stimulus.
3. Students will not be required to calculate distances, or to make inferences which go beyond the information presented in the map.
4. Words included in the item stem will be restricted to the South Carolina Word List for grade 8 or below, or will be commonly used U.S. History terms.

DESCRIPTION OF RESPONSE OPTIONS
1. Four answer choices will follow each question. One answer choice will be correct; the other three, incorrect. Each choice will be a word , a number, a phrase or a sentence. Answer choices will have no more than 15 words.
2. Words included in the response options will be restricted to the South Carolina Word List for grade 8 or below, or will be commonly used U.S. History terms.
3. The correct answer will be clearly correct and will be derived from the stimulus material.
4. Incorrect answer choices will have the following attributes.
   (a) Incorrect answer choices will be clearly incorrect.
   (b) Incorrect choices may be derived from misreading the map key.

SAMPLE ITEM:

According to the map below, in which territory was slavery permitted by the Missouri Compromise?



***(a) Arkansas**

(b) Michigan

(c) Mississippi

(d) Florida

60

INTEGRATED TEST SPECIFICATIONS
CHARLESTON COUNTY SCHOOL DISTRICT
U.S. HISTORY AREA EXAM

CODE: Skill3

SKILL
The student will be able to interpret tables and graphs.

GENERAL DESCRIPTION
Given a table or graph which presents data derived from information given in a content matrix or matrices, followed by a question about the table or graph, the student will select from four alternatives the one that best answers the question on the basis of the data presented in the table or graph.

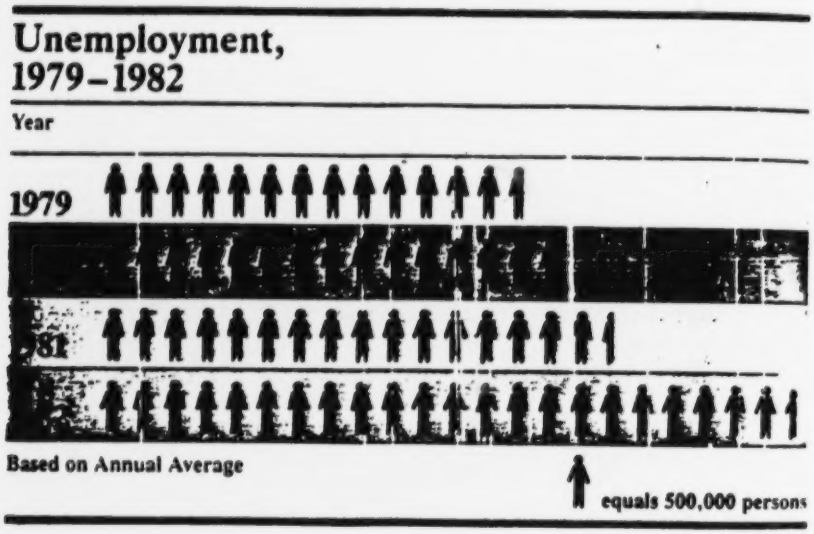
DESCRIPTION OF THE STIMULUS
1. The stimulus will be a table or graph which is related to material presented in a content matrix or matrices. Graphs may be of any appropriate type: bar, circle, picture, line.
2. Tables and graphs will be appropriately titled or labeled (by axis or sector). Where appropriate, a clearly marked key will be included.
3. Graphs will have no more than 12 entries. Entries may represent whole numbers, decimals, fractions or percents. Increments may increase by a whole number, or a fraction or decimal representing .5. Numbers will have no more than three digits, although the digits may represent numbers of thousands, millions or billions.
4. Tables will have no more than 25 entries and will not exceed a 5 X 5 design.
5. Tables or graphs may be suggested by published materials but may not duplicate published materials.

DESCRIPTION OF ITEM STEM
1. The item stem will be in question form. The item stem will contain no more than 25 words, and will be written in second or third person.
2. The item stem will require students to read and interpret information presented in the table or graph, or make inferences based on data presented in the stimulus.
3. Words included in the item stem will be restricted to the South Carolina Word List for grade 8 or below, or will be commonly used U.S. History terms.

DESCRIPTION OF RESPONSE OPTIONS
1. Four answer choices will follow each question. One answer choice will be correct; the other three, incorrect. Each choice will be a word, a number, a phrase or a sentence. Answer choices will have no more than 15 words.
2. Words included in the response options will be restricted to the South Carolina Word List for grade 8 or below, or will be commonly used U.S. History terms.
3. The correct answer will be clearly correct and will be derived from the stimulus material and appropriate matrices.
4. Incorrect answer choices will have the following attributes.
   (a) Incorrect answer choices will be clearly incorrect.
   (b) Incorrect answer choices may be derived from reading an entry adjacent to the correct response, reading another entry in the table or graph, or by making over-simplified, over-generalized or faulty inferences.

SAMPLE ITEM:

According to the graph below, in which year was unemployment the highest?



a) 1979

b) 1980

c) 1981

*d) 1982

INTEGRATED TEST SPECIFICATIONS
CHARLESTON COUNTY SCHOOL DISTRICT
U.S. HISTORY AREA EXAM

CODE: Skill 4

SKILL

The student will be able to read and interpret short passages and articles by associating the content with appropriate policies or historical concepts.

GENERAL DESCRIPTION

Given a passage which describes a historical occurrence or historical document, or provides an example of a historical concept, and a question about the passage the students will select from four alternatives the one that best answers the question on the basis of the information presented in the passage and the student's understanding of historical concepts and policies.

DESCRIPTION OF THE STIMULUS

1. The stimulus will be a passage which is related to material presented in a content supplement matrix or the supplement appended to this specification.
2. The passage may be an excerpt from a newspaper article, a history text, a Supreme Court decision, another historical document, a news magazine, or a transcription of radio, television or other audio broadcast, or it may be an original, accurate description.
3. The passage will be between 25-125 words in length. Original passages will be written at an eighth grade or lower readability level as determined by the Fry readability formula.
4. The stimulus will include a designation of the selection's source (e.g., passage from a newspaper, passage from Policy X).

DESCRIPTION OF ITEM STEM

1. The item stem will be in question form. The item stem will contain no more than 30 words, and will be written in second or third person.
2. The item stem will require students to read the passage presented in the stimulus.
3. Words included in the item stem will be restricted to the South Carolina Word List for grade 8 or below, or will be commonly used U.S. History terms.

DESCRIPTION OF RESPONSE OPTIONS

1. Four answer choices will follow each question. One answer choice will be correct; the other three, incorrect. Each choice will be a word, a number, a phrase or a sentence. Answer choices will have no more than 15 words.
2. Words included in the response options will be restricted to the South Carolina Word List for grade 8 or below, or will be commonly used U.S. History terms.
3. The correct answer will be clearly correct and will be derived from the stimulus material.
4. Incorrect answer choices will have the following attributes.
   (a) Incorrect answer choices will be clearly incorrect.
   (b) Incorrect choices may be the names of incorrect historical documents or policies, people or concepts.

SPECIFICATIONS SUPPLEMENT: CONTENT ELIGIBLE FOR TESTING

Policies, Treaties, Supreme Court Decisions or Other Documents:

(a) Reagan-Arms Control
(b) Reagan-Terrorism
(c) Reagan-budget
(d) Monroe Doctrine

(e) Roosevelt Corollary
(f) Good Neighbor Policy
(g) Open Door Policy
(h) Alliance for Progress
(i) *Brown* decision
(j) *Marbury v. Madison*
(k) *Dred Scott* decision
(l) *Plessy v. Ferguson*
(m) Declaration of Independence
(n) Constitution
(o) Bill of Rights
(p) Washington's Farewell Address
(q) Wilson's Fourteen Points
(r) Roosevelt's Quarantine Speech
(s) North Atlantic Treaty

Concepts:
(a) Democracy
(b) Fifth Amendment
(c) Boycott
(d) Foreign Policy/Diplomacy
(e) Conservation
(f) Energy
(g) Nationalism
*(h) Economic, Political, Social Interdependence
(i) Collective action: UN, labor unions, Progressive Movement, civil rights NAACP, consumer groups, women's movement, Moral Majority, temperance movement.
(j) Segregation/Desegregation
(k) Labor
(l) Management
(m) Immigration/refugees
(n) Civic Responsibility
(o) Intolerance
(p) Conservatism/Liberalism
*(q) Peace
(r) Dignity of the Individual
(s) Human Rights
(t) Free Enterprise
(u) Capitalism
(v) Monopoly
(w) Socialism
(x) Communism
(y) Freedom
(z) Civil liberties/Civil rights
(aa) Judicial Review
(bb) Mercantilism
(cc) Imperialism
(dd) Religious Freedom
(ee) Federalism
(ff) Strict construction/loose construction
(gg) Manifest Destiny
(hh) Republic
(ii) Nullification
(jj) Secession
(kk) Cold War
(ll) Detente
(mm) Laissez Faire
(nn) Alien
(oo) Sedition

(pp) Containment
(qq) McCarthyism
(rr) Iron Curtain
(ss) Bamboo Curtain
(tt) Globalism
(uu) Sanction
(vv) Ethnicity

SAMPLE ITEM:

Read the passage from the Monroe Doctrine printed below. Base your answer to the question on the passage.

> **In the wars of European powers in matters relating to themselves we have never taken any part, nor does it comport with our policy to do so. It is only when our rights are invaded or seriously menaced that we resent injuries or make preparations for our defense . . . .**
>
> **Our policy in regard to Europe, which was adopted at an early stage of the wars which have so long agitated that quarter of the globe, . . . remains the same, which is not to interfere in the internal concerns of any of its powers.**

During World War II, Germany invaded Poland. Which of the following responses would the United States have made to that invasion based on the passage from the Monroe Doctrine?

***a) No intervention**

b) Attack on Germany

c) Declaration of war against Germany

d) Coordination of peace talks between Germany and Poland

INTEGRATED TEST SPECIFICATIONS
CHARLESTON COUNTY SCHOOL DISTRICT
U.S. HISTORY AREA EXAM

CODE: Skill 5

SKILL

The student will be able to identify a concept.

GENERAL DESCRIPTION

Given an example of a concept, the student will select from four alternatives the concept name OR given a concept name, the student will select from four alternatives the one that best describes the concept.

DESCRIPTION OF ITEM STEM

1. The item stem may be presented in question or incomplete statement form. The item stem will contain no more than 30 words, and will be written in second or third person.
2. Items will be derived from concepts listed in the Content Supplement.
3. Words included in the item stem will be restricted to the South Carolina Word List for grade 8 or below, or will be commonly used U.S. History terms.

DESCRIPTION OF RESPONSE OPTIONS

1. Four answer choices will follow each question. One answer choice will be correct; the other three, incorrect. Each choice will be a word, a number, a phrase or a sentence. Answer choices will have no more than 15 words.
2. Words included in the response options will be restricted to the South Carolina Word List for grade 8 or below, or will be commonly used U.S. History terms.
3. The correct answer will be clearly correct and will be derived from the stem.
4. Incorrect answer choices will have the following attributes.
   (a) Incorrect answer choices will be clearly incorrect.
   (b) Incorrect choices will be the names or explanations of incorrect concepts.

SPECIFICATIONS SUPPLEMENT: CONTENT ELIGIBLE FOR TESTING

Concepts:

(a) Democracy
(b) Fifth Amendment
(c) Boycott
(d) Foreign Policy/Diplomacy
(e) Conservation
(f) Energy
(g) Nationalism
*(h) Economic, Political, Social Interdependence
(i) Collective action: UN, labor unions, Progressive Movement, civil rights NAACP, consumer groups, women's movement, Moral Majority, temperance movement.
(j) Segregation/Desegregation
(k) Labor
(l) Management
(m) Immigration/refugees
(n) Civic Responsibility
(o) Intolerance
(p) Conservatism/Liberalism
*(q) Peace
(r) Dignity of the Individual
(s) Human Rights

(t) Free Enterprise
(u) Capitalism
(v) Monopoly
(w) Socialism
(x) Communism
(y) Freedom
(z) Civil liberties/Civil rights
(aa) Judicial Review
(bb) Mercantilism
(cc) Imperialism
(dd) Religious Freedom
(ee) Federalism
(ff) Strict construction/loose construction
(gg) Manifest Destiny
(hh) Republic
(ii) Nullification
(jj) Secession
(kk) Cold War
(ll) Detente
(mm) Laissez Faire
(nn) Alien
(oo) Sedition
(pp) Containment
(qq) McCarthyism
(rr) Iron Curtain
(ss) Bamboo Curtain
(tt) Globalism
(uu) Sanction
(vv) Ethnicity

SAMPLE ITEM:

What did Sue mean when she was in court and plead the "Fifth"?

***a) She didn't want to give testimony that might be damaging to her case.**

b) She was driving under the influence of alcohol.

c) She couldn't be tried twice for the same charges.

d) She was protecting a confidential source.

ITEM REVIEW FORM
U.S. HISTORY AREA EXAMINATION
CHARLESTON COUNTY SCHOOL DISTRICT

E&R
TGS
11/85

OBJECTIVE OR SKILL CODE: _____ REVIEWER: _____

DIRECTIONS: Use this form as a guide. Please feel free to make as many comments as you would like directly on the item pages.
Please answer questions 1-3 for each item by marking a "/" for Yes and an "X" for No. You may mark the boxes for a-k to help explicate item flaws, or you may write directly on the items.
Please answer question 4 for each item by marking an "E" for Excellent, an "S" for Satisfactory, or "P" for Poor.
Please answer question 5 for each item by marking a "V" to indicate it is very important to test this bit of knowledge, an "I" for important, or an "N" for not important.

	ITEM NUMBER												
1. Is the item technically adequate? If not, which flaw(s) does it display?													
a. The stem is not meaningful by itself.													
b. The stem contains irrelevent material.													
c. Option(s) is(are) not grammatically consistent with stem.													
d. Negatively stated stems or options have been used unnecessarily.													
e. There are clues indicating the correct answer.													
f. Option(s) is(are) not homogeneous.													
g. Option(s) is(are) not plausible.													
h. One option is noticeably longer than the others.													
i. There is more than one correct or best answer.													
j. The vocabulary is not appropriate for the students.													
k. The item measures opinion.													
2. Is the item appropriate for the examinees? (If not, please indicate why.)													
3. Is the item biased against any ethnic group or against either sex? (If yes, please indicate why.)													
4. Item Quality													
5. Item Importance													

62

70

71

Charleston County School District
U.S. History Area Examination

Background Information

WHAT IS THE PURPOSE OF U.S. HISTORY AREA EXAM?

The U.S. History area exam will assess student achievement of Charleston County School District (CCSD) objectives. Test results will be part of the certification of course mastery. Test results will also be used to monitor the effectiveness of the U.S. History curriculum.

WHO WILL BE TESTED?

All CCSD students enrolled in U.S. History at the high school level will be required to take the examinations.

WHAT IS THE TEST?

The test will be administered in two parts - at the end of the first semester and at the end of the second semester. The first semester exam will cover Learning Objectives 1-14. The second semester exam will cover Learning Objectives 15-25. The second semester test will not be cumulative across the full year of instruction. When operational, the U.S. History Area Exam will probably be administered during the semester/final exam period.

Each operational end-of-semester test will consist of approximately 100 multiple choice items. Most of the items will assess learning objectives designated for that semester. A relatively small proportion of items will measure the five skills (Integrated Test Specifications) included at the end of your package.

Additional details about the test format and content are provided in the accompanying package. For the most part, the U.S. History Area Exam is designed to test the content, concepts, and relationships presented in the U.S. History curriculum guide and objectives.

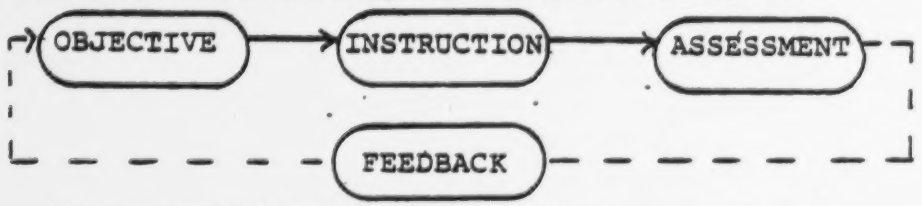
In determining the test content, the primary question was, "What do we, as U.S. History teachers, expect students to 'come away with' at the end of the semester?"

Dates will not be tested.

HOW DOES THIS EXAM FIT WITH MY INSTRUCTION?

U.S. History is a survey course. The exam will be a survey exam. From the measurement perspective, we will ensure that the test is valid, reliable and objective. Most importantly; however, we want to ensure that the test is fair and covers material on which students have been instructed.

The theoretical relationship between objectives, instruction, and testing is illustrated below:



By conservative estimate, you impart 15,000 bits of knowledge to students during the year for U.S. History. The U.S. History Area Exam can only measure a <u>sampling</u> of the attainment this knowledge.

At best, a test is an indirect measure of knowledge. We can not peer directly into a little patriots brain

to ascertain what he knows, so we rely on tests as an instrument to measure this knowledge.

The U.S. History Area Exam is not meant to limit instruction. We advocate writing and discussion in U.S. History. And we certainly advocate meeting individual student needs to the extent possible. However, some general basis of knowledge is required of U.S. History students.

In some ways the U.S. History Exam is a "great compromise." and like the great compromises of history we hope it will be a workable, useful and flexible document.

logistics of administration
ease of scoring
students should write
who will score writing
higher level Bloom's taxonomy
lower level Bloom's taxonomy
end-of-year exam
dates, names
facts, relationships
concepts, skills

HOW WAS THE TEST DEVELOPED?

Summer, 1984 - Winter, 1985	Test specifications developed by a committee of teachers. Specs outline the content and method of assessment.
Spring, 1985	Specifications reviewed by social studies education professor, large school district social studies coordinator, measurement specialist who formerly taught U.S. History, Dr. Draper, E&R staff.
Summer, 1985	Specifications were revised by committee based on reviewers comments.
Summer & Fall, 1985	Test items are written by a committee of teachers.
Fall,, 1985 & Winter, 1986	Tests items will be reviewed by teachers, historians, and measurement specialists.
January, 1986	First semester item pilot.

May, 1986	Second semester item pilot. Items will be "tried out". Students should be encouraged to take test seriously. Raw scores will be available.
Winter-Summer, 1986	Items will be statistically and judgmentally analyzed. Field test forms will be developed.
January, 1987	First semester field test.
May, 1987	Second semester field test. Tests will be statistically analyzed and standards will be set.
1988	Operational forms will be admisistered.

Charleston County School District

FIRST SEMESTER U.S. HISTORY PILOT DESIGN (1985-86)

Obj. or Skill	Item # w/in Skill	# on Test Form	Form A	Form B	Form C	Form D
L.O.01	01	01	01	02	03	04
L.O.01	02	02	11	06	07	08
L.O.01	03	03	09	19	05	13
L.O.01	04	04	14	26	21	17
L.O.01	05	05	18	16	20	22
L.O.01	06	06	*15	*15	*15	*15
L.O.02	01	07	01	02	03	04
L.O.02	02	08	06	05	07	08
L.O.02	03	09	14	16	11	12
L.O.02	04	10	15	18	19	10
L.O.02	05	11	23	24	20	26
L.O.02	06	12	27	28	25	30
L.O.02	07	13	31	32	29	33
L.O.02	08	14	*13	*13	*13	*13
L.O.03	01	15	02	06	07	08
L.O.03	02	16	04	10	11	12
L.O.03	03	17	09	14	16	17
L.O.03	04	18	13	24	20	21
L.O.03	05	19	18	03	25	26
L.O.03	06	20	23	28	22	27
L.O.03	07	21	*19	*19	*19	*19
L.O.04	01	22	02	27	01	26
L.O.04	02	23	03	22	06	21
L.O.04	03	24	08	28	10	20
L.O.04	04	25	13	29	19	15
L.O.04	05	26	16	24	23	09
L.O.04	06	27	11	07	30	31
L.O.04	07	28	*17	*17	*17	*17
L.O.04	08	29	*14	*14	*14	*14
L.O.05	01	30	*19	**06	**21	**18
L.O.05	02	31	*04	**02	**23	**01
L.O.05	03	32	**03	**20	**08	*19
L.O.05	04	33	**06	**05	**28	*04
L.O.05	05	34	**02	*19	**01	**21
L.O.05	06	35	**20	*04	*19	**23
L.O.05	07	36	**05	**03	*04	**08

Obj. or Skill	Item # w/in Skill	# on Test Form	Form A	Form B	Form C	Form D
L.O.06	01	37	*11	*11	*11	*11
L.O.06	02	38	01	02	03	04
L.O.06	03	39	06	07	05	08
L.O.06	04	40	10	18	12	13
L.O.06	05	41	16	23	25	14
L.O.06	06	42	20	09	26	21
L.O.06	07	43	17	19	27	15
L.O.07	01	44	*26	*26	*26	*26
L.O.07	02	45	01	02	03	09
L.O.07	03	46	06	23	08	10
L.O.07	04	47	12	13	14	15
L.O.07	05	48	16	17	18	21
L.O.07	06	49	27	22	20	24
L.O.07	07	50	19	29	07	11
L.O.08	01	51	24	03	04	05
L.O.08	02	52	06	08	07	10
L.O.08	03	53	12	13	18	15
L.O.08	04	54	11	22	23	20
L.O.08	05	55	21	25	01	27
L.O.08	06	56	19	16	26	28
L.O.08	07	57	*17	*17	*17	*17
L.O.09	01	58	01	02	03	04
L.O.09	02	59	06	12	16	09
L.O.09	03	60	11	23	13	10
L.O.09	04	61	15	26	17	22
L.O.09	05	62	19	29	30	27
L.O.09	06	63	*24	*24	*24	*24
L.O.10	01	64	01	02	03	04
L.O.10	02	65	06	05	07	08
L.O.10	03	66	13	10	11	12
L.O.10	04	67	18	14	15	17
L.O.10	05	68	22	19	20	16
L.O.10	06	69	*21	*21	*21	*21
L.O.11	01	70	02	24	18	05
L.O.11	02	71	11	08	26	09
L.O.11	03	72	23	13	12	25
L.O.11	04	73	16	27	10	17
L.O.11	05	74	01	07	04	20
L.O.11	06	75	*06	*06	*06	*06
L.O.11	07	76	*15	*15	*15	*15

Obj. or Skill	Item # w/in Skill	# on Test Form	Form A	Form B	Form C	Form D
L.O.12	01	77	*22	*22	*22	*22
L.O.12	02	78	01	02	03	04
L.O.12	03	79	08	05	14	15
L.O.12	04	80	10	09	16	23
L.O.12	05	81	13	18	17	26
L.O.12	06	82	21	07	24	11
L.O.13	01	83	*05	**02	**07	**11
L.O.13	02	84	*06	*05	**03	**04
L.O.13	03	85	**02	*06	*05	**07
L.O.13	04	86	**08	**18	*06	**03
L.O.13	05	87	**16	**08	**11	*05
L.O.13	06	88	**18	**16	**04	*06
L.O.14	01	89	*26	*26	*26	*26
L.O.14	02	90	01	02	05	07
L.O.14	03	91	04	06	08	12
L.O.14	04	92	13	15	11	21
L.O.14	05	93	16	17	19	25
L.O.14	06	94	22	28	24	29
		95	AM0101	SK0103	AM0104	AM0105
		96	SK0101	AM0103	SK0108	SK0106
		97	SK0202	SK0203	SK0206	SK0207
		98	SK0301	SK0302	SK0304	SK0503
		99	*SK0303	*SK0303	*SK0303	SK0306
		100	SK0401	SK0402	*SK0405	*SK0303
		101	*SK0405	SK0502	SK0504	SK0404
		102	SK0501	*SK0405	SK0403	*SK0405

*Anchor Items
**Pair-wise link items

DF007/7B
APPX_I.S1

U. S. HISTORY AREA EXAM PILOT
SEMESTER 1
COMMENTS FORM
Summary

1. Preferred test dates for Second Semester Item Pilot (please check one):

   5 Final exam week (during scheduled exam period)

   14 May 27-28, 1986

   10 May 21-22, 1986

   3 Other, please specify: _____

2. Accurate interpretation of pilot test results depends upon several factors. Among these are the type of class, content covered, and adequacy of time allotted for testing. Please assist us with test interpretation by completing the following chart.

   The chart below summarizes teachers responses to this question. With regard to the test time, 94% of the teachers responded that test time for Day 1 was sufficient. Six percent responded that it was excessive. For Day 2, 95% of the teachers responded that test time was sufficient. Five percent said it was excessive.

PERCENTAGE OF CLASSES COVERING OBJECTIVES
Summary Chart

	CLASS TITLE						
LEARNING OBJECTIVE	ADVANCED N=17	AP N=8	BASIC N=15	REMEDIAL N=2	SPECIAL ED N=3	U.S. HISTORY N=53	TOTAL N=98
1	71%	100%	100%	100%	100%	92%	91%
2	100%	100%	100%	100%	100%	100%	100%
3	100%	100%	100%	100%	100%	100%	100%
4	100%	100%	100%	100%	100%	100%	100%
5	100%	100%	100%	100%	100%	100%	100%
6	100%	100%	100%	100%	100%	100%	100%
7	94%	100%	100%	100%	33%	96%	95%
8	94%	100%	100%	100%	33%	100%	97%
9	94%	100%	87%	100%	0%	100%	92%
10	94%	100%	60%	100%	0%	100%	90%
11	94%	88%	60%	0%	0%	87%	80%
12	82%	75%	27%	0%	0%	57%	55%
13	65%	75%	20%	0%	0%	38%	41%
14	41%	38%	20%	0%	0%	30%	30%

3. Would you like to see an essay component added to the U.S. History Area Exam?

11 Yes 20 No

Why or why not? What would be the value or the harm of an essay component?

In my opinion, an exit examination should be designed to test general knowledge of content material and not specifics, or in depth knowledge. An essay component calls for specifics combined with personal opinions and interpretations which would have a negative effect on the expediency of the examination.

U.S. History is a general survey course in which material/subject matter has to be discussed in condense form. Essay could be given to A.P. or even maybe Advance History but not to regular or Basic U.S. History.

The time element would be a major factor. Students at the school only have 50 minutes of testing time each class period.

Yes, for A.P. students. No, for general and basic students because of the scoring process and time of test (at the end of the semester when teachers are involved.in so much other paper work.

Maybe for advanced or A.P. classes.

An essay component would add variables which would require an extensive interfacing with the English Dept. for fair measurement.

An essay component would be of value in a A.P. or advanced course. In a general class the wide range of student (mainstream etc.) would find it difficult to have total recall under the pressure of a standardized exam.

The essay component would allow the students to express themselves on major policies and issues in U.S. History. It will also allow the students a chance to demonstrate their writing skills.

For those students working for more than the basic diploma.

Many students can express themselves better if they have the opportunity to explain or "talk" about an event, etc., recalling specific facts is often very difficult for some.

An essay component is simply too subjective for a referenced test like this one. When students of diverse ability are being tested this way, there would be tremendous variance in essays.

It would be impossible to grade an essay component.

What would be the purpose of the essay - each teacher has his/her own style of teaching - I don't feel the essay would be valuable.

No harm. U.S. History is not an English Course. We're trying to teach facts.

Yes, hopefully it would lead to teachers teaching writing competency in Social Studies classes and to improved writing skills for students. Students learning how to write or knowing how to write is somewhat of a problem at present. We might need to add more time if this portion is included. Congratulations - Well done!

Students should be able to write a well developed essay that reflects an understanding of the U.S. History course material. (facts in context)

A.P. and Adv. students already take tests with a/an essay component(s). It would be difficult to score essays for all levels of students in a time-frame where they could receive feedback of test results.

I think we can measure basic knowledge in U.S. History with an objective exam. This test should measure basic mastery, not everything we hope our students know.

The majority of testing done by individual teachers is in essay form. Also St. Andrew's Parish High School requires at least one written discussion question on each exam. It is considered important to give each student the opportunity to express his ideas in written form.

We spend much the year trying to get our students to understand trends and ideas that only an essay question can express.

There could be difficulties in assessing these questions equitably.

Essay allows a student more flexibility and opportunities to demonstrate his/her knowledge. Individuals will always differ in how they phrase information and questions and answer choices can be confusing to some and by their answers it may appear they do not know the information.

Too subjective - How could you narrow and/or broaden the question so as to be fair to everyone.

Too subjective, Basic students couldn't handle it.

Because my students are LD, many of them have difficulty with written expression. I feel that an essay component would bring their grade down considerably.

Too time-consuming both taking it and grading it.

Mixed feelings - my students write a great deal each semester - therefore on exams I give no essay questions - county-wide, it is probably a good idea - how much would it count? -

4. Essay testing requires an independent, hand-scoring process. The scoring process would require a team of teachers who would be given specific training and guidelines. Training and scoring would probably take about three to four days. Scorers would be compensated. Would you be willing to score an essay component?

10 Yes 21 No 1 Maybe

Why or why not?

I would not want the responsibility of weighin the examination without a personal knowledge of each student's ability. Also I wouldn't welcome the eye strain that would result from dealing with the various handwritings that could be submitted.

Would not be interested in grading essays because I'm too critical.

Maybe if I wasn't the Test Coordinator and had more time to consider the same. There is too much paper work involved.

Paper work involved and other school evaluations due for final exams.

This would interfere with the continuity of teaching my classes.

My time is of more value spent preparing for my classes and physically being there however if class time is not lost I am willing.

It is a learning experience and my job as a teacher of U.S. History.

The better students should be able to write.

I do not have time to give to this.

Even if teachers were "so-called" trained in essay scoring, there would still be discrepancy. Simply too subjective.

I just don't feel an essay component is necessary.

I've taught English and feel I am a good judge of writing form.

I believe I already do this well and it would be a learning experience for me - it should improve my teaching skills in the writing area thus benefiting my students.

It is all I can do to score the essays I require of my Adv. and A.P. students. I don't have the TIME! I'm afraid it would be almost impossible to do this for every U.S. History student.

Not necessary - too sub ve.

Maybe

I usually have time-consuming professional activities, reports etc., after each semester, e.g., SBM, dept. chairperson

Because I believe emphasis on essay questions will afford students the opportunity for higher level learning in thinking and in skill areas of communication.

I am in no way interested!

Too time consuming. I've got more important things to spend my teaching time on.

It would be a tremendous burden on me because these tests come at the end of the 9 weeks when I am trying to make out exams, average grades, grade my own essay tests and deal with paper work from my school office.

Yes, if compensated.

I'm already overloaded with paper work!

Perhaps - it would help me in my classes -

5. Please help improve the test and testing process by commenting about administration procedures, student reactions to directions or items, test content or any other aspect of the U.S. History area exam:

Typographical or printed errors detected:

1. *In Form A - Item 97 - the pictured map provided the student with the correct answer since its indicated on it, that Maine entered as a free state in 1820.*
2. *In Form B - Item 68 - the line under choice "A", should be removed, because it appears to set that choice off from the others.*
3. *In Form B - Item 73 - the name in the stem should be changed from "Andrew Jackson" to "Andrew Johnson.*

The only complaint heard from students was that some item choices were "tricky". The meaning of these statements were not explained. Time didn't allow me to peruse all forms.

1. *Students taking this test during the regular exam period should have ample enough time to read and complete. Most of my students finished within 50 minutes on each day.*
2. *Advanced U.S. History students thought that the higher level questions at the end were too easy.*
3. *Instruction needed as to what to do if student do not complete entire tests.*
   Instruction needed as to who to return test booklet and answer sheet after test has been completed.

Test items - good - one or two of my students complained because we did not get to some of the objectives and few questions were not familiar to them. One or two might have been a little complex.
Administration procedures - very good, test directions - very good, test content - outstanding and general.

(A) Administration procedure - good
(B) Test directions - good
(C) Test items - good; 1 or 2 were complex sentences and students were not sure of the question. One & two were not core objectives.
(D) Test content - good - very general.

Many students felt that the cut-off area of test questions should have been the "Era of Reconstruction." I tend to agree. Allowances must be made for class projects, library research, oral reports etc., there is little value in covering 20 or so chapters if the students are not making progress.

I though for the most part the testing went well. I had no problems.
There was one question which I believe should not have been included. The question concerning Peter Zenger came from learning objective 1.6 which was not considered a core behavioral objective. I feel the test should be reviewed and all non core objective material removed.

The major negative aspect of the U.S. History area exam is the amount of material that is expected to be covered. I found myself rushing over great historical events in order to finish each chapter. In a basic History class my students showed much frustration and anxiety at the rate of progress.
Test Content: Many of the questions required too much specific detail again, in a basic class specifics are often forgotten. I feel that in a survey class the questions should be specific but not to such a great extent as many of these were. Seventy-five percent good questions and twenty-five percent more for the college bound student.

Total View: I personally feel that the U.S. History area exam has many positive benefits not only in the assessment of the student but also to have a uniform guideline for teacher's material coverage in Charleston County.

1. It i possible to cover objectives 1-14 during the first semes r.
2. In my opinion, the first semester should end with the Civil War. My students share my feelings.
3. My students felt that the test was tricky and that it covered materials not discussed in class.

Not practical for EMH students.

In the book, A History of a Free People, you cover well over half the book by 1900 which makes it difficult to reach the objective.

The test questions were good and fair. The major problem was tha fact that I had not covered enough of the material. I don't know how to move any faster and still allow time for discussion, films, reports, etc. I would like to use the final test as my exam if the scores can be returned in time. Hoepfully, this semester I can get through the material. I would appreciate some plan, advice, etc. on how to move faster.

1. Testing procedures - quite satisfactory - Mr. Royall of MHS guidance was most professional - I only hope such care was exercised in other schools.
2. Student reaction - reasonably comfortable with test items - *MAJOR CONCERN - especially in A.P. class - I voiced this in Aug. 1985 - We follow a different format and should NOT have been part of the pilot, in my opinion. Nevertheless, my students took it seriously and did their best. The major different approach as I see it is that the test emphasizes WHAT while A.P. class is more concerned with WHY "CAUSATION, EXPLANATION, ANALYSIS = more A.P. class -
3. Other aspects - I would have preferred the pilot before Christmas - giving this full week to my own exam review -

Because I am teaching basic U.S. History, I feel it is penalizing my students to have them take the same test as advanced students. I am aware that the test is written at the basic level. In addition, it is very difficult to cover the material adequately with the basic groups.

My major comment is since giving the exam immediately before lst semester exams I lost two days of review - I would like to see the exam given either before Christmas break or after exams -
The exam was very comprehensive.

The test should have been more thoroughly checked. There were incorrect spellings and even a Presidents' name was misused. -

1. *The tests should be handled in all schools by whatever group handles other tests - such as BSAP - etc.*
2. *Teachers should have the instruction booklet at least one day prior to administering the test.*
3. *Students had adequate time - at NCHS it seemed about the the right amount for most students.*
4. *The test was well written in clear, concise language.*
5. *Preprinting answer sheets was a great help.*
6. *Some arrangement should be made for make-up testing. (Several students missed ½ of the test - or all of the test).*
7. *Some action should be taken when teachers fail to cover objectives to be tested - this is unfair to students.*
8. *Students complain about the rush to cover objectives - say they don't have adequate time to learn/absorb that amount of material.*

1. *Remedial students found the exam to be extremely frightening.*
2. *Number of students have reading problems.*
3. *Number of students are LD and take test either orally or with the resource teacher.*
4. *Out of the 49 remedial students 34 are BSAP folder students - They have one or more areas of deficiency.*
5. *The students do not seem to be able to cover the material as quickly as the regular students.*
6. *The student often times is older, and quickly becomes discouraged in the course. So much so, that many felt that the the test was so hard that that there was no way for them to pass it. Therefore they filled in the dots and turned the test in 20 to 30 minutes early.*
7. *The question of fairness is important in how to count or how much to count this exam for the remedical students. Often a remedial student will do poorly one day but with encouragement from the teacher he is able to prove his grade. What if on the exit exam day he has an "off" day. How will he ever be able to pull it up?*
8. *There is a real question of if remedial students should take the exam.*
9. *This test was much too hard for the remedial student.*

I felt some questions were a little too specific (i.e., one about the Election of 1832, authors of some lesser known books, etc.) I think there are few problems with the administration procedures. I felt that so soon after the Christmas holidays and the students' knowing it was not an actual exit exam may have affected the results.

There has been some consensus that since Constitution is taught in depth in American Government that the historical background, not the content itself, should be emphasized in U.S. History. Many questions were included in the Constitution. There should be uniformity on this in the county. I personally see no need for so much repetition.

uld not want the test to be the exam for A.P. It might
cc an extension of teacher made exam. Once A.P. students
r this was the exam I am afraid many would fail to take
seriously all the requirements of teachers in A.P. courses which is geared not just to LO 1-14 but to a more in depth study of U.S. History and to preparing students for the A.P. U.S. History Exam.

1. FORM A - wording of #62 sectional issue does not describe Manifest Destiny - it was national (DROP WORD "SECTIONAL")
   #77 AND #80 focus on Century of Dishonor - this should not account for 2% of total semester's work - ONLY ONE QUESTION IS WARRANTED!
   Also, indian issue in #82.
2. FORM B - #51 "lasting" might be changed to "significant" or just omitted.
3. FORM C - "Manifest Destiny" should be omitted from wording in #53 - gives strong hint for answer of #55.
   #83 change verb in "d." to "were"
   I did not see FORM D, and only glanced at B.

Basically, I think tests were GOOD! Please do not interpret comments on the other side as picky . . . I was noting area for improvement, but found many good, well-worded, weighty questions, too!

The main purpose of a Remedial U.S. History class is to present objectives at a slower pace and in smaller amounts. In addition, students are tested more frequently using different modes. The students are taught to appreciate and understand general concepts not to memorize facts which they may never use again. The above comments refer to my special class.
Specific comments on test items:
1. tests more than just one's "general" knowledge of U.S. History.
2. "facts' in history are often times recorded and reported differently by different historians.
3. some questions seem opinionated.
4. some items not even covered in our text.

I feel that the test should go up to but not through the Populist Era.

In some cases, the questions covered what I considered to be minor details.

1. The directions seemed to take a long time to give.
2. The students seemed to understand the directions.
3. Because my students are LD, I spend more time on each chapter and, consequently, do not cover as many objectives as the regular U.S. History classes.

For students in Learning Disabilities it is very difficult to help them memorize so many specifics. If the test was broken down to cover each objective separately grouped with 1 or 2 others they might have a chance to pass. This is entirely too much input for a child with special needs. It creates frustration and a sense of failure! They require facts in small doses. They need to take smaller tests more often to improve output.

Student comments: some questions were ambiguous. On some forms there were far too many questions on one topic (ex., Federalist and Populist Parties).

Typographical errors: FORM B - q. 73 & 74.
FORM D - q. 89.

Teacher comments:

It is unreasonable to mandate that teachers cover through objective 14 by the end of 1st semester. Some leeway should be provided, such as is included in semester tests in college with one chapter overlapping in both volumes.

I did not go through any form carefully, only spot checking a few questions in each version. But some questions I found to be vague and "fuzzy."

Charleston County School District

SECOND SEMESTER U.S. HISTORY PILOT DESIGN (1985-86)

Obj. or Skill	Item # w/in Skill	# on Test Form	Form A	Form B	Form C	Form D
L.O.12	01	01	01	02	03	04
L.O.12	02	02	08	05	14	15
L.O.12	03	03	10	09	16	23
L.O.12	04	04	13	18	17	26
L.O.12	05	05	21	07	24	11
L.O.12	06	06	*22	*22	*22	*22
L.O.13	01	07	*05	**02	**07	**11
L.O.13	02	08	*06	*05	**03	**04
L.O.13	03	09	**02	*06	*05	**07
L.O.13	04	10	**08	**18	*06	**03
L.O.13	05	11	**16	**08	**11	*05
L.O.13	06	12	**18	**16	**04	*06
L.O.14	01	13	01	02	05	07
L.O.14	02	14	04	06	08	12
L.O.14	03	15	13	15	11	21
L.O.14	04	16	16	17	19	25
L.O.14	05	17	22	28	24	29
L.O.14	06	18	*26	*26	*26	*26
L.O.15	01	19	01	02	03	04
L.O.15	02	20	05	06	07	08
L.O.15	03	21	09	16	11	12
L.O.15	04	22	13	22	17	18
L.O.15	05	23	19	24	30	28
L.O.15	06	24	*51	*	*51	*51
L.O.15	07	25	*46	*	*46	*46
L.O.15	08	26	25	[illegible]	29	31
L.O.15	09	27	34	[illegible]	35	37
L.O.15	10	28	36	43	44	39
L.O.15	11	29	41	47	48	49
L.O.15	12	30	42	50	10	52
L.O.16	01	31	*13	*13	*13	*13
L.O.16	02	32	*17	*17	*17	*17
L.O.16	03	33	01	38	03	08
L.O.16	04	34	09	02	07	40
L.O.16	05	35	11	10	15	19
L.O.16	06	36	22	12	24	25
L.O.16	07	37	31	16	21	28
L.O.16	08	38	33	20	27	29
L.O.16	09	39	36	26	30	37
L.O.16	10	40	43	32	44	47
L.O.16	11	41	23	34	05	45
L.O.16	12	42	46	35	14	42

Obj. or Skill	Item # w/in Skill	# on Test Form	Form A	Form B	Form C	Form D
L.O.17	01	43	*11	*11	*11	*11
L.O.17	02	44	20	02	19	32
L.O.17	03	45	25	17	07	31
L.O.17	04	46	05	06	16	28
L.O.17	05	47	09	30	12	15
L.O.17	06	48	01	33	21	08
L.O.17	07	49	10	29	03	27
L.O.18	01	50	01	07	03	05
L.O.18	02	51	06	13	08	10
L.O.18	03	52	12	20	16	23
L.O.18	04	53	21	24	22	34
L.O.18	05	54	02	37	33	35
L.O.18	06	55	*19	*19	*19	*19
L.O.18	07	56	*17	*17	*17	*17
L.O.19	01	57	32	02	30	37
L.O.19	02	58	01	07	03	04
L.O.19	03	59	05	35	08	09
L.O.19	04	60	10	19	16	17
L.O.19	05	61	18	21	24	27
L.O.19	06	62	23	34	25	38
L.O.19	07	63	29	41	40	43
L.O.19	08	64	31	36	39	12
L.O.19	09	65	*42	*42	*42	*42
L.O.20	01	66	01	02	03	04
L.O.20	02	67	05	06	07	08
L.O.20	03	68	11	18	36	14
L.O.20	04	69	26	24	17	15
L.O.20	05	70	28	29	27	19
L.O.20	06	71	37	13	31	22
L.O.20	07	72	*33	*33	*33	*33
L.O.20	08	73	*16	*16	*16	*16
L.O.20	09	74	*12	*12	*12	*12
L.O.21	01	75	*42	*42	*42	*42
L.O.21	02	76	01	37	03	26
L.O.21	03	77	10	02	07	14
L.O.21	04	78	24	08	12	15
L.O.21	05	79	33	11	20	28
L.O.21	06	80	40	38	25	35
L.O.21	07	81	41	19	34	22
L.O.21	08	82	06	04	39	17

Obj. or Skill	Item # w/in Skill	# on Test Form	Form A	Form B	Form C	Form D
L.O.22-23	01	83	*35	*35	*35	*35
L.O.22-23	02	84	01	30	03	04
L.O.22-23	03	85	09	02	06	08
L.O.22-23	04	86	13	07	11	17
L.O.22-23	05	87	16	10	15	18
L.O.22-23	06	88	21	25	19	26
L.O.22-23	07	89	27	37	32	33
L.O.22-23	08	90	36	22	12	38
L.O.24	01	91	*26	*26	*26	*26
L.O.24	02	92	02	03	04	05
L.O.24	03	93	07	08	09	12
L.O.24	04	94	13	14	15	17
L.O.24	05	95	16	36	24	21
L.O.24	06	96	29	39	27	28
L.O.24	07	97	35	46	41	44
L.O.24	08	98	42	38	43	34
AM02	01	99	*07	*07	*07	*07
AM02	02	100	*04	*04	*04	*04
AM02	03	101	25	10	11	12
SK01	01	102	*08	*08	*08	*08
SK01	02	103	01	02	03	06
SK01	03	104	10	11	09	07
SK02	01	105	*02	*02	*02	*02
SK02	02	106	*03	*03	*03	*03
SK04	01	107	*02	*02	*02	*02
SK05	01	108	*05	*05	*05	*05
SK05	02	109	**32	**32	**01	**01

*Anchor Item
**Pair-wise link items

DF007/7B
APPX_K.S2

U.S. HISTORY AREA EXAM PILOT
SEMESTER 2
COMMENTS FORM
SUMMARY

1. Accurate interpretation of pilot test results depends upon several factors. Among these are the type of class, content covered, and adequacy of time allotted for testing. Please assist us with test interpretation by completing the following chart.

The chart below summarizes teacher responses to this question. With regard to test time, 69% of the teachers responded that test time for Day 1 (49 items) was sufficient. 31% responded that it was excessive. For Day 2 (60 items), 84% of the teachers responded that the test time was sufficient. 16% said it was excessive.

PERCENTAGE OF CLASSES COVERING OBJECTIVES
SUMMARY CHART

	CLASS TITLE				
LEARNING OBJECTIVE	ADVANCED N=9	AP N=3	BASIC N=3	U.S. HISTORY N=37	TOTAL N=52
11	11%	0	0	3%	3%
12	11%	0	100%	3%	10%
13	89%	67%	100%	84%	85%
14	89%	67%	100%	100%	96%
15	100%	100%	33%	100%	96%
16	100%	100%	100%	100%	100%
17	100%	100%	100%	86%	90%
18	100%	67%	100%	86%	88%
19	100%	67%	100%	86%	88%
20	100%	67%	100%	86%	88%
21	100%	67%	100%	73%	79%
22	78%	67%	100%	65%	69%
23	78%	67%	33%	54%	58%
24	67%	67%	33%	41%	46%
25	56%	67%	33%	41%	44%

2. Please help us improve the test and testing process by commenting about administration procedures, student reactions to directions or items, test content or any other aspect of the U.S. History area exam.

1. I recommend that the Guidance Dept. be responsible for the U.S. History Exit Exam as they are for other county-wide testing! The social studies teachers can administer the test as they do other county test.

2. Defective booklets must be eliminated before distribution.

3. Test items are well constructed. Reading level is ideal for average and basic students.

4. The objectives are well covered in the test items.

5. Other social studies skills should be included, such as graph reading and chart reading.

6. Other teacher paperwork, school programs, rain days, flu days, class projects, and special class learning activities which are necessary for some students to retain is not possible if all L.O. are to be covered.

Defective books

The general testing procedure was the same as the first half of the pilot test. The students were not to enthusiastic about taking a test before the finals.

There was one minor problem that was corrected. Test booklet #20432 -items -21-24 were omitted.

Directions were clearly stated because the students gave no indication of problems.

---

a. Teacher days out for illnesses, assemblies, P.E.T. training etc. makes it difficult to cover all objectives expected.
b. Some students are slow readers and have difficulty with comprehension.
c. There are also students who have negative attitudes and poor study habits.
d. Class projects, library research, etc. are meaningful and must be included in academic instruction. Thus we may dwell a little longer on certain objectives.
e. Teachers need to be innovative and flexible to devote some time to models, History Day Projects, Patriotism Week Projects, etc... consequently some time must be devoted to these endeavors.

---

1. Bapt[illegible] Hill received extra test booklets but no extra answer sheets. Ther[illegible]as no problem but a student could have transferred into our school sinc[illegible]e end of April and we would not have had an extra answer sheet.
2. I tho[illegible]ht that it was unfair to go back and include test questions from the first semester. I had no time second semester to review objectives 13 and 14 because they were covered during first semester. In addition, I informed my students at the end of the first semester that they would not be responsible for first semester work on the second semester test.
3. Test directions were not clear as to whether students should write name on test booklet cover as they did on the First Semester test.

Please check page 7 in teacher's manual.

The Resource (Basic) U.S. History class should be permitted to take the exam in four parts i.e. one each nine weeks. These students are taught and tested in much smaller increments than other U.S. History classes. There are several of my students whom I test orally and, therefore, they would have done much better had there been provisions made for oral testing. The purpose of a resource class is to provide alternate methods of teaching and learning. This test is very traditional and consequently not appropriate for and L.D. Resource U.S. History class. In conclusion, I am recommending that two ammendments be made for classes such as this:

1. Allow test to be given in four parts.

2. Allow for oral testing

P.S. Comments on first part are same for second part. (i.e. Our curriculum suggests we teach the general concepts underlying our U.S. History. Some very specific test questions should be thrown out.)

This is a self-contained learning disabilities diploma class. All but one student are 9th graders. We used the book The New Exploring American History and supplemental workbooks United States In The Making. Students comments were unanimous-too hard. Checking some questions myself, they seemed too specific. With so much information to cover, it is very difficult for these students to remember details. The only way these students will ever pass these exit exams is to limit input and expected output. In other words, the test needs to be given at intervals throughout the year and needs to cover ideas, and inferences, instead of trivial details. I also feel it would waste less time if students were required to pass each part before moving on.

Test directions were easy to follow. Students seemed to understand all directions without any problem.

Because I teach a self-contained learning disabilities class, I have to go somewhat slower than a regular class. In addition, one characteristic of learning disabled students is a problem with long term memory. Even though they may remember the material covered for a weekly test, they will have difficulty retaining a semester's worth of material for an exit exam. For future reference, I disagree with the policy of allowing the Exit Exam count 50% of the final grade.

---

1. Stay with original plans. Don't change in the middle as we did this year. (Returning to 1st Semester objectives.)
2. There should be an effective method of monitoring objectives covered other than simply indicating on this form how many objectives were covered.
3. Answer sheets and instruction manuals should be received by each teacher at least one week prior to test administration.

Students

4. All materials not covered adequately
5. Questions not well-balanced
6. Questions too nit-picking about details
7. Too many questions about Presidents
8. Cartoons and graphs excellent
9. Too few concept oriented questions

Improving the method of securing and returning test material per class. The location of the Social Studies Department in regard to location of Guidance department, or wherever test material will be kept or secured, should be taken under consideration. Climbing two or three flights of stairs per hour, number of classes, can be tiresome.

By nature the test must remain quite objective and does so-Students felt the 2nd semester was more evenly weighted over the material than first semester was.

My position is the same as that stated Aug. 1985.

AP classes should not take the exam for the county. The structure of the AP class is such that specifics give way to broad concepts and movements. It deals with "WHY" not "WHAT".

Last August we were told we would meet to discuss this but all year we did not.

---

1. Delete questions on Virgin Islands-this is not a major concept.
2. Have all students studied details of the Helsinki Declaration (question 94-Form C)?

On Wednesday, May 28,1986 the CCSD Instruction Sheet was left on my desk. As has happened before, when the maintenance crew came in for evening cleaning, tables and desks are rearranged. Somehow in this confusion the instruction sheet was destroyed.

I sincerely apologize for this loss and hope that it will not bear grave consequences.

Several booklets had missing pages. This confused some students on their answer sheets.

The students are very frustrated during this exam. They all agree that a lot of basic material was left out to include "nit-picky" items that most educated people would not know. The purpose of a survey course is to get the "big picture" not know everything about a particular subject. Several students asked well-educated people about a few of the items they remembered, most could not answer these. This test should measure the basic amount acceptable to pass U.S. History not everything you hope a student will remember.

Form A: 2 questions on Cent. of Dishonor(#3,6) are too many.
Indians are focus of #5, too.

Great Dep. question (#50) is out of order chronologically; also #69 should be used later; Also #75 & 80 should follow each other.

No questions on Cold War under Eisenhower (John F. Dulles, Suez Crisis, Sputnik, U-2, etc.)

#88 should follow JFK questions

No satisfactory questions on DETENTE!,(only mention in 109) or U.S.-Chinese relations since 1972, or meaningful questions on Watergate.

#102 Cartoon is not as easy to interpret as I'd like-surely a better one is around.

#104 Cartoon could confuse students who might not recognize Khrushchev or Castro.

Form B: Again, I believe you should arrange the questions to reflect their chronology. (E.g. #45 & 46!!)

Again, too little on Cold War under Eisenhower.
No Watergate info.-this is far more important than some of the questions you've asked about WWI and WWII ETC. (E.g. #35,45 & 48-one could be eliminated, 47 & 49-one could be eliminated, #67 & 69)

Again-#102 is not a great cartoon; #104, students may not recognize Khrushchev

Form C: Almost 50% of test is devoted to pre-WWI America. This is not the bulk of semester's work!

Again-chronology problems (Eg #57 should not be in '20's questions; #66 should come after WWII; #78 should be later... if at all; #88 is too late)

I still don't think #102 is a good cartoon!!! (Obviously the test-makers did.)

I think this form is stronger on quality of post WWII questions than A or B. I like: 79,82,84,85,91,92,94,95,96,98,99.

Form D: #32 is OK-#42 is far less important ADD STUFF ON WATERGATE, THE MIDDLE EAST, REAGANOMICS INSTEAD!!!

Don't like #102

Why is #101 where it is?

Chronological presentation of questions is important.

What are we going to do for the remedial students?

In the future please follow your own stated objectives!! You told us that objectives 15-25 would be covered and yet you decided to include objectives 12-13-14, which were covered on the first exam.
How Unfair!!

Charleston County School District
U.S. History Area Examination

1986 Update

WHEN WILL THE TESTS BE ADMINISTERED?

The 1986 field test forms will be administered during regularly scheduled exam periods at the end of each semester. First semester exams are scheduled for January 14-15, 1987. Final exams are scheduled for the week of June 1, 1987.

WHAT WILL BE COVERED ON EACH TEST? HOW IS THE TEST ORGANIZED?

The first semester exam will cover Learning Objectives 1-14. The second semester exam will cover Learning Objectives 15-25. Both tests will have a few items assessing the five skills appended to your guides last year (map reading, graph reading, cartoon interpretation, concept comprehension, and passage interpretation). **Items measuring these skills will utilize content from learning objectives for the semester in which the test is given.** Some items may assess students' comprehension of concepts or relationships which span the semester's content.

Although the tests are generally organized chronologically, a strict chronological sequence is not followed. The tests are organized by learning objective so that Learning Objective 1 is followed by Learning Objective 2, etc. Items assessing a single learning objective will be grouped together, but they may not be sequenced exactly. Some learning objectives are thematic, and the chronology of these objectives may span the chronology of several other learning objectives. Similarly, some items were designed specifically to assess comprehension of concepts which span all or part of the semester's content.

WHAT ABOUT SPECIAL ED STUDENTS?

Any CCSD students who is taking U.S. History for diploma credit should take the U.S. History area exam. When the tests are operational (probably during the school year 1987-88) modifications may be made in the response format for the visually, hearing, orthopedically handicapped, etc. For example, Braille versions of the tests will be available for students who require them. During the field test year, some modifications may be pilot-tested. Until final forms are available, it may be impractical to invest in costly modifications.

WHAT ABOUT AP STUDENTS?

All students enrolled in U.S. History for diploma credit are expected to participate in testing. A meeting with AP U.S. History teachers today will provide additional information about AP classes.

HOW MUCH WILL THE TEST COUNT?

Decisions about how the area exams will count in the grading process will not be made until after the field test year. Test performance data and expert opinion will contribute to the decision making process.

U.S. History Area Exams
Semester 1 Field Test
Comments Form

Please help us improve the test and testing process by commenting about administration procedures, student reactions to directions or items, test content or any other aspect of the U.S. History area exam.

Deletion - Page 5 - Test Directions - the instructions pertaining to raising your hands if you have an answer sheet with someone else's name on it - each teacher passes-out answer sheets to the student whose name appears on it. Therefore this instruction is unnecessary.

I have no complaints about the test items. I think they are fair and cover the content. The time alloted for testing was sufficient.

Your directions need to address what teachers should do with preprinted answer sheet for student who dropped or did not take test.

My students did not have any trouble with directions or items. They are used to this type of testing procedure.

Twelve objectives seems to be sufficient considering many students have reading problems.

-Test items were well written. -Student reactions good. -Test content well covered. Other aspect: only objectives 1-11 were completed. Highlights of objectives 12-14 were cited.

Overall I felt that the majority of questions were of a very general nature & written better than has in years.

However, my two complaints are: (1) the test covers too much material. My text Our Land & Our Time by Lamlin has 811 pages. I covered the first 409 or half the book, to cover the required material I would have had to covered an additional 110 pages, or through 524. My A.P. Text American a Narative History is a two volume text by Tindall, the first volume covers through reconstruction.

(2) There were no questions covering any of the wars including the American Revolutionary War of 1812. Texas Independent Mexican War or Civil War. That is a sizable amount of materials to be overlooked.

1. The students felt that the test was tricky.
2. The test, in my opinion, contained items not included in Charleston County Curriculum Guide.
3. Fourteen objectives is too much to cover during the first semester.

We are expected to cover too many objectives! I dont like giving a semester (mid-term) exam from the county. The

objectives up to 14 are impossible to reach and really teach the material. The AP (Gifted & Talented) need so much detail & the Basics need a great deal of repetition & good explanations.

Some of the wording was strange - like "collective action" #96. Many of the questions were fair and plainly stated.

1. The county objectives do not follow the new U.S. History books.
2. The exam and the course should begin with the American Revolution.
3. It is not possible to cover up to the 1900 in one semester and have the student understand cause and effect. You can have the student learn facts but not how and why something was done.
4. I worked every school day and only reached the Civil War. Too much information.
5. Ques. seem to ask trivial information.
6. I feel a mid-term county exam is not needed, only a final.
7. I can teach them to pass the exam or teach them concept. If this exam is the only grade the teacher will lose control over their classes.

My students who have low reading ability find it very hard to keep up with the pace that is necessary to cover the objectives. Supplemental materials which I provided seemed to help some, but there is still a large degree of frustration.

Please let us know as soon as possible if the final exam will start with objective 15 or back-up to a preceding objective.

It is very hard to cover all objectives prior to 1900. The way the new books are written, you must complete Chapters 21-22. This leaves only 12 Chapters left for the 2nd semester.

I feel <u>very strongly</u> that it is impossible to adequately teach so much material in one semester. We assume that the students remember material from the 8th grade. If they were good students, they may. If they were poor students, <u>then they are lost!</u>

I feel that a review should be developed from the guide and test. I felt that my students were <u>very</u> unprepared for the exam. I was <u>very</u> upset by this.

1. Please correct spelling on question 97 - in the passage - line <u>13</u> "neigher" should be neither.
2. The exam seemed to cover the objectives.
3. Some students (a few) seemed to think the distractors were too similar to the answers.
4. Time used in completing the tests was about the same as for most other tests I have given.
5. The vocabulary was simple enough.
6. We need more than 1 form since the exam is given over a 3 day period.

This test was given to Hearing Handicapped students who were using the county approved text for Basic U.S. History. Several test items were not covered in this test. Also, it might have been helpful if I would be allowed to interpret the questions and choices in sign language. While the content was covered and understood, the language level was too sophisticated for many of my students.

There should be different forms of the exam as students invariably told their friends about the test; students who took the test on the first day, first period were penalized.

Administration went well. We need to know each semester whether exit test may be used for make-up for absentees while in testing stage.

My own observation is that with new U.S. History textbooks (1986-87) much more reading is devoted to objectives 1-14 than objectives for second semester. I covered all but tended to neglect #3 because I felt this would be covered in American Government. It is all but impossible to do justice to all objectives 1-14 in one semester and at the same time provide any enrichment and skills development at higher levels.

I continue to feel very strongly that the exit test in its experimental and final stages should be given as an extra to test basic factual knowledge and should never replace examinations administered by teacher of the subject.

What effect will this have on exemption practices in June 1987?

An essay would help.

Administration process was efficient. content - I felt the content overall was reasonable although it did not cover big issues but rather small facts. I felt that a person would have a good understanding of U.S. History and still fail this test. I would like to see more questions on concepts and ideas.

Basic U.S. History = Bad Experience.

Teacher made test would be best. They would have done much better on a test where there was more flexibility to express knowledge. Students hated test.

A.P. U.S. History -

Impossible to cover materials as well as we would like - materials for A.P. as well as exit test - both require different emphasis and instructional activities. Really impossible to meet both well - afraid both are suffering. The students wonder why they have to take exit test. Students thought waste of time - resented it.

I still feel the emphasis of the test items is wrong. This test (any exit test) should be measuring BASIC Knowledge of U.S. History. If we asked the educated "man on the street" to take this test, most would fail. When we ignore George Washington & his precedents and include Supreme Court decisions we have done an injustice to our students. Battles of previous wars unless

terribly significant should not be included. My students felt great frustration while taking this exam. The wording of several questions could be made easier and still test for the same facts. I hate to see good students who have shown their knowledge daily so disturbed by these types of items.

Please consider test content! With students who have difficulty reading, it is impossible to cover objectives 13 and 14 in depth prior to the exam. The textbook used this year goes into much more depth than People and Our Country did last year. Even though we are supposed to merely review info. the First Semester I have transit students and have to teach everything as if it were new material.

Students reactions were favorable except for the number of questions coming from the objectives we were not able to cover.

The test only took an hour - since our exam periods are two hours I added additional test material.

Question #4 should recall of the person and I feel that a Question on Rhode Island or Virginia would be more appropriate to establish religious choice.

Question 30 -36 -65 -91 were areas I hit fairly hard in class but expect better than 50% of my kids to miss because of confusion at test time.

Almost everyone of the CP & AP students indicated that the test was generally "easy." Their grades indicate this. Even though the problem we had may invalidate the scores, I do not believe this to be the case. The questions by my students before the exam were directed as much toward exam items as toward non-exams.

I did not cover the Populist Movement and some aspects of industrialization. However, I have indicated the impossibility of doing this for three years.

I thought the test was basically a good one. None of the test items dealt with obscure topics, and only two dealt with the same topic (the Pendleton Act, I think). I hope that in the future more than one form will be available. When 300 or more students take the same test over a four-day period, word about test items is bound to leak.

As you know, a student obtained a copy of the exam; and I believe this form has been compromised and should not be used again.

However, the test seems much better than last year. You did a good job polishing the questions and sifting out some which were peripheral. There seemed to be more emphasis on the American Revolution than the Civil War, and maybe this could be balanced out. But basically, this is a good test.

NOTE: I did NOT get through the Populists, and I still believe this test covers too much. It should go through the business and political aspects of post Civil War America but stop short of populism.

Much better than last year's exam!

U.S. History Area Exam
Semester 2 Field Test
Comments Form

Please help us improve the test and testing process by commenting about administration procedures, students reactions to directions or items, test content or any other aspect of the U.S. History area exam:

The students commented on the length of the test.

Question #37 has only three choices. Please check the cover of test booklet because some booklets have two of the same pages or pages are not numbered in order. I wrote a comment on test booklet with problems.

I experienced no problems with the administration procedures, nor were there problems with students understanding test directions, items or content -- there were some errors in the preparation of the test booklet -- Item #37 listed only three choices, and test booklets 2552 and 2566 had several duplicate pages.

Was not able to cover all objectives in detail since we did not complete the first semester objectives.

It is difficult to cover so many objectives when students are by-in-large slow readers, and too many work jobs in the community until late night hours and do not have sufficient time to do the assigned readings & written assignments.

Concerned about how scores will be determined when you consider Basic - AP are taking same test.

1. Students who take the test one day pass on questions to those who take it at a later date.
2. Some "correct" answers debatable, eg. #27 - true U.S. did not join, but many <u>important</u> reasons for failure.

I felt that many of the items on this test were not appropriate for use with the <u>Life And Liberty</u> textbook which I have to use with my students.

#20 ?;
#37 no <u>D</u>;
#88 Vietnamization not Nixon doctrine;
#73 - 92 same info.

Need a more even break between 1 & 2 semester.

According to my students, this test was much easier than the first semester exam. They also felt that they were given more than enough time to work on this exam. Test items corresponded with the objectives taught by the teacher.

No problem - No recs.

I think it's quite difficult to successfully cover up to 1900 by January! Exam seemed good - a few questions were confusing.

This exam seemed to be fairer over all. The students did not precieve [sic] it to be terribly hard as they did the 1st sem. exam. Still! Too difficult to cover all the objectives well.

The test is much better, I believe, this year than last year. It is more in line with the testing for knowledge of the general concepts and facts. A major problem with the previous version being that of too many supporting detail questions. I am still, however, very concerned as a Learning Disabled Resource teacher. The students whom I serve are all to graduate with a diploma, and they have the ability to accomplish this. Those who are recommended for Resource U.S. History are those who have been identified as having a written expression reception disability. How then can they be expected to pass this exam when their instruction mode has been primarily all auditory/tactile? For this particular group of students, the test scores are undoubtedly invalid unless the test is administered orally. (At least the reading of the question, not necessarily the answers.) Thank you for your consideration.

Where's Reagan?
Little about Watergate.
Eliminate either 73 or 92.
All answers to editorial cartoons should not be "A".
No. 76 does not have a correct answer!! ("D" is not accurate!)
#37 needs a "d".
I think #22 is debatable -- I would answer B. not C.

I was not as pleased with this exam as I was with 1st semester exam. The following questions were not worded in the best terms or were simply worded incorrectly: 22, 71, 76, 88, 90. Numbers 73 & 92 both had "Great Society" for the answers. All the editorial cartoons had an "A" answer. Number 37 had only 3 choices. There are some major topics not covered in the exam: Watergate, Reagan, WWII, Vietnam, and maybe none is needed on the Cold War and FDR & the New Deal.